Keynote 1: Towards the Triumph of the Commons
Martin Hall, Vice-Chancellor, University of Salford
Wednesday 11 May 10.30 Cockcroft Theatre

What is the case for open access to educational resources, both as a set of principles for the ways in which we use information and communication technologies for teaching, research and engagement in higher education, and also as a formative concept for the university, now and into the future? The last thirty or so years have seen gathering momentum towards complementing funding for teaching and research with so-called third stream income that is based on gaining a commercial return for our activities. There has been a parallel tendency in teaching provision. It is now commonplace to calibrate the cost of education in terms of the return on the investment in future earnings. Another way of looking at this is to think in terms of a shift from understanding education is a public good, to seeing it as a private benefit. If education is viewed overwhelmingly as a private benefit, it is logical to expect it to be paid for in the same way as any other service. How can open system approaches do better in advancing new knowledge and therefore in taking the university forward as an institution? A useful metaphor here is that of the village commons; the communal grazing grounds that were characteristic of the British countryside before enclosure. In a now-classic paper, this metaphor was used to argue for the inherent self-interestedness of individual groups in making choices. Of course, the knowledge cloud does not have the same properties as a field of grass. As Thomas Jefferson noted, the knowledge commons is not destroyed in its consumption and has properties of perpetual renewal that would have been regarded as miraculous by a shepherd concerned with fattening sheep for market. The particular success of the open source and open access movements has been the demonstration of the power and potential of shared interests rather than individual gain. Taken together, the infinite renewability of the knowledge commons, combined with the pervasive respect for shared interests that has driven forward both the open access movement, turn this old metaphor on its head. Where there was tragedy there can now be triumph.

Keynote 2: Sustainable National OER Provision: "All that glisters is not gold"
Bob Strunz, Chief Technical Architect, NDLR, University of Limerick, Ireland

The provision of Open Educational Resources (OERs) by individuals, groups and National and International organisations has been a feature of all educational systems since they first came into being. It is natural that teachers share their resources with their fellows. The process of sharing encourages peer-review and reflective practice which are of benefit to both teachers and learners alike. OERs are, to some degree, a formalisation of a process that has existed since the beginning of education. This is not to trivialise the concept of OERs; this formalisation is increasingly necessary. The "sharing-game" has completely changed; it is now possible to share one's materials with the world and this possibility gives rise to many challenges. There is a broad spectrum of costs and benefits associated with the sustainable delivery of OERs to teachers and learners and the positioning of an OER provision service on this spectrum is a non-trivial matter. If the positioning of the service is unsuited to its operational context then it is at risk and the resources that it is entrusted with are also at risk. It is important that the teachers who entrust us with the care of their resources can have faith in the ability of our service to protect and promote their interests as the creators of these materials. National OER services have, in particular, a responsibility to their stakeholders to ensure that their operational models are sustainable and fail-safe. This paper explores some of the topics that relate to the evaluation of the suitability of service models in the light of experience gained developing the operational roadmap for the Irish National Digital Learning Resources service (NDLR). This paper does not advocate the one-size-fits-all approach as there is no single correct answer to the questions that are posed and furthermore the answers, even if they were valid for a particular organisation, would only be valid for a very finite period before they would need to be reviewed and possibly changed in response to new challenges. It is this process of revision and renewal that has proved to be one of the great strengths of the Irish service.
References: National Digital Learning Resources (NDLR) http://www.ndlr.ie

Keynote 3: Supporting the teacher as learner
Diana Laurillard, London Knowledge Lab, Institute of Education
Friday 13 May 11.20 Cockcroft Theatre

Teachers who wish to update and upgrade their teaching and learning designs using new learning technologies have some difficult issues to confront, and we have to recognise that teachers deserve far more help with the development of digital learning. This paper starts from the premise that only teachers have the knowledge, experience, and appropriate context for developing the new forms of pedagogy made possible by digital learning methods. They are close to their students, they see how they react to the teaching, and what they produce as a result. The act of teaching provides the fieldwork that needs to be carried out to test, re-design, and re-test the new methods being developed. Effective use of learning technology will not come about unless teachers are at the helm of innovation. We can make a very good case for giving teachers sufficient time and professional development to achieve the skills and new thinking needed, and there are some initiatives currently in play to do that. But time and training alone will never really meet the need, because the rapid development of the technology means that further updating will always be needed. Teachers have to learn as we argue students have to learn: through practice, experience, discovery, inquiry, discussion, argument, collaboration… and just as students need the tools and resources to do that, so do teachers. Open Educational Resources help to make it feasible for teachers to act as a community of learners, developing the knowledge, ideas and principles of learning technology. But as a recent journal special edition on OER argued, we have to design these resources "for greater flexibility to enable the users to adapt and structure the use of the resources to meet their own particular requirements" (Boyle 2010). Teachers also need the digital tools to explore, design, adopt, adapt, test, and share their ideas. The paper will argue that we need to pay more attention to supporting the teacher, and will propose the kinds of tools and resources that are needed to enable them to develop this new specialised knowledge and skill base.

References: Boyle, T. (2010). Introduction to JIME special Issue on Open Educational Resources (OER). Journal of Interactive Media in Education, ISSN: 1365-893X http://jime.open.ac.uk/issue/2010-OER

Open Discussion

Is there a need for an Open Education Association?

Chair: Jonathan Darby, The Open University
Thursday 12 May 17.30 Breakout Room 6

There has been considerable growth in OER activity in the UK over the last few years which has enjoyed support from various sources including charitable foundations (eg Hewlett), the HE Academy, JISC and HEFCE (which funds SCORE). Expertise within the HE community has grown accordingly. OER11 has brought together many of these experts but this has only been possible through HEFCE's funding of SCORE. This ends in July 2012.
Is there a need for an Open Education Association in the UK that would enable OER practitioners to take ownership of this important and growing field? The Association would aim to encourage and improve open education practice, promote research, and influence policy, by bringing together practitioners, researchers, and policy makers in open education.

•   Do we need a new association or would a better strategy be to establish a UK chapter of OCW or a SIG within ALT?
•   What should an Open Education Association do?
•   Would institutions join and at what cost?
•   Is sponsorship a realistic possibility?
•   Would you want to support the Association and in what way?

Come and tell us what you think.

OER1002 Oral Presentation   Thursday 12 May 15.15 Breakout Room 6

The importance of OERs in delivering a flexible continuing professional development (CPD) degree framework
Stephen Gomez, Mel Parker, Mel Joyner & Hilary Duckett, University of Plymouth
Conference Theme: Academic practice and digital scholarship

Abstract: Continuing professional development (CPD) short courses play a vital role in workforce development. CPD short courses, as their name implies, involve bite-sized, often free-standing, learning opportunities which are preferential for learners in the workplace with limited time to study. The University of Plymouth has recently approved a flexible CPD degree framework whereby short courses become accredited CPD modules which can be aggregated into a Bachelor's or Master's degree or intermediate stages. Because of the difficulty of non-traditional learners accessing lectures for traditional full-time students. Alternative teaching methods must be sought. OERs play a central role in our strategy for delivering learning opportunities on-demand and at point-of-demand for demand-led topics. Through an extensive market research survey of employers and employees in the SW region, we have determined that we would produce OERs that covered three main areas: leadership and management, research methods and work-based learning. These are also areas which are likely to be of importance to employers in other regions of the UK who wish to increase the professionalism of their workforce. In each of these areas we are producing 120 credits of OERs covering levels 4-7. These materials will be available to the HE community through the JorumOpen repository. In our own contexts, we will use these OERs as the main vehicle for delivering distance learning for learners in the workplace. The presentation will outline the structure of the CPD framework at Bachelors and Masters levels and their component modules. It will provide examples of OERs for professional development, how they have been produced and how they will be deployed to offer employers and employees access to higher level learning. We will also discuss the challenges and benefits of working across an institution to produce and deliver OERs.

Keywords: Continuing professional development; OER; non-traditional learners; JorumOpen; CPD degrees

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OER1103 Demonstration   Thursday 12 May 16.15 Cockcroft Theatre

An innovative approach to producing interactive learning materials as OERs
Holger Andersson, Stephen Gomez & Pete D. Watton, University of Plymouth
Conference Theme: Collaboration and communities
Intended audience: Developers of OERs

Abstract: There is currently a move in HE towards media-enriched content, and this is clearly reflected in the OER community, with increasing numbers of videos released as OER. We have been working with video resources for learning purposes for traditional students and learners in the workplace and have developed a web-based, Web 2.0 video delivery system which allows users to both view and to interact with the video content in a number of ways, including rearranging the materials as well as layering comments and extra information on the videos. The system allows users to share playlists, collaboratively annotate videos, and engage in asynchronous discussions about the material. The site allows the formation of communities of practice, by subdividing the content into separate channels – each with a specific topic or focus. The users can communicate and collaborate through channel-specific discussion forums, and messaging tools. The demonstration will show how videos are uploaded into the system and how users can interact with the materials. Dummy accounts will be made available and participants can try out the techniques themselves. We believe that the approaches we will demonstrate add to the range of OERs and will encourage the further production of video resources.
Keywords: Video; OERs; interaction; collaboration; communities of practice

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OER1104 Oral Presentation   Thursday 12 May 14.00 Breakout Room 4/4a

i-mpact: **Interactive Resource for Media Professionals and Academics Collaborating in Teaching**
Sarah Atkinson, University of Brighton
Conference Theme: Collaboration and communities

Abstract: *i-mpact,* an open educational resource (OER) deployed at the University of Brighton, was initially conceived in the context of the challenges faced in the area of media practice, specifically in relation to sourcing and innovating high-quality contemporary visual materials for teaching and learning. There is a need at the institution, and within the field generally, for a specialist repository which houses and distributes uncut and un-manipulated professional video footage, or 'rushes', the raw materials for filmmaking, visual storytelling and editing. Within the *i-mpact* application, videos, visual materials and production documents are uploaded by users (both students and academics), which the application then encodes to be viewed online. The original (high resolution) source file is copied to the application's database and made available for optional download under Creative Commons Licensing. The database can then be queried by using either an advanced textual search tool or visual searching features. Both lecturers and students can use this application to share their content after signing up to the site and its manifesto (that is - for every resource that they download – they must pledge to upload a resource of their own, before being able to download again). These resources can then be used for teaching exercises, assignment work and for peer review. The project investigates, facilitates, and supports virtual, on-line and blended teaching and learning methods. The longer-term ideal of *i-mpact* is that both students and colleagues across institutions will continually add and contribute to this resource, building a widespread community of practice in the field of media production. The application is scalable; the database can be linked across multiple sites and the application can be deployed, used and accessed on mobile devices. The aim is that users of *i-mpact* will embrace the curriculum enrichment that open access, sharing, and modification can offer within a Higher Education context, and that *i-mpact* will be seen as a valued response to the individualistic learning styles and expectations of a contemporary student demographic. In a broader context, the project aims to work towards developing OER procedures and policy in this specific area of media practice shared resources.
Keywords: Open Educational Resource; Media Practice; Media Production; Film Production; Rushes; Creative Commons; Video Streaming; Postproduction

References: Bach, S., Haynes, P., and Smith, L.J. (2007). *Online learning and teaching in higher education*. New York: Open University Press.
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Juwah, C. (Ed.) (2006). *Interactions in online education: Implications for theory and practice*. London, Routledge.

Macdonald, J. (2006). *Blended learning and online tutoring: A good practice guide*. Aldershot: Gower

Mason, R. and Rennie, F. (2008). *E-Learning and Social Networking Handbook: Resources for Higher Education*. London: Routledge. McPherson, M and Baptista Nunes, M. (2004). *Developing innovation in online learning*. London: Routledge. Weller, M. (2007). *Virtual Learning Environments: Using, choosing and developing your VLE*. London: Routledge.

OER Hero! The birth, maintenance, exploitation and death of a pre-OER learning community

David Kernohan, JISC

Conference Themes: Collaboration and communities

Abstract: The OER movement has often sought to draw parallels between an idealized OER lifecycle around production, release, reuse, and rerelease by referring to other areas of practice, such as academic research. These have largely been unsuccessful as the metaphor does not accurately map – and other metaphors (eg educator as DJ), often tell us more about ourselves than about practice. Metaphors are important in education, and OER has yet to find a metaphor that works. In this presentation I hope to propose such a metaphor via an examination of the online sharing of guitar tablature (especially around a site called OLGA and the rec.music.makers.guitar.tablature mailing list on usenet). This, as well as being an interesting story about community collaboration around a set of learning resources, is a surprisingly accurate metaphor for the OER project. There are close parallels to struggles with IP and educational use - tablatures were (and are) scholarly works and were issued under a simple license permitting scholarly and educational use only. And issues of ownership and curation have come to the fore as the forced closure of OLGA by music publishers has led to many similar sites drawing on the same source materials. Fundamentally, guitar tabulature sharing offers genuine large-scale evidence of an analog to the classic OER lifecycle, involving discovery, use, development and republishing. Many experienced commentators (for example David Wiley, http://opencontent.org/blog/archives/900) have recently begun to question the possibility of this kind of OER reuse. OLGA and the community that existed around it suggests that such use is not without precedent, and that the issues around OER are not insurmountable. Participants of this session would take away an appreciation of the need for metaphors as a part of the means of changing practice, and would have a greater understanding of the OER community and project via the analysis of a close historical parallel.

Keywords: Community; lifecycle; metaphor; history; online.

References:

Downes, Steven *Models for Sustainable Open Educational Resources* (IJKLO vol 3, 2007) http://ijello.org/Volume3/IJKLOv3p029-044Downes.pdf

Schmoller, Seb et al *Sharing eLearning Content* (JISC, 2007) http://ie-repository.jisc.ac.uk/46/1/selc-final-report-3.2.pdf

Beetham, Helen; Littlejohn, Allison; McGill, Lou; et al *UKOER Synthesis and Evaluation Project Final Report* (JISC, 2010) http://www.caledonianacademy.net/spaces/oer/index.php?n=Main.PilotProgrammeSynthesisAndEvaluationReport

Sfarad, Anne *On two Metaphors for Learning and the danger of choosing just one* (Educational Researcher vol 27 number 2, 1998) http://inkido.indiana.edu/onlinecom/Sfad_learningmetaphors.pdf

rec.music.makers.guitar.tablature (archived at http://groups.google.com/group/rec.music.makers.guitar.tablature/topics)

http://www.olga.net/ (and discussions in various places online around the closure of OLGA)

Also: http://en.wikipedia.org/wiki/OLGA - This Wikipedia resource will be updated as part of the preparation for this presentation.

Promoting effective engagement with UK PSF for STEM

Tom Browne, Marge Clarke & Barrie Cooper, Education Enhancement, University of Exeter

Conference Theme: Academic practice and digital scholarship

Abstract: In 2009/10 the University of Exeter obtained HEFCE funds for a JISC-managed Phase-1 project called Open Exeter to develop an institutional infrastructure for OER [1]. It concluded that for OER to become sustainable institutionally "all the elements of OER must be seen as an integral part of scholarly endeavour" and that "the OER agenda should be formally incorporated in accredited staff development programmes" [2]. This theme has subsequently been developed by the authors in their capacity as academic developers and their experiences are the focus of this paper.

Tom Browne managed Open Exeter and has subsequently obtained an Open University SCORE Fellowship to promote 'OER as a scholarly activity within staff development accredited courses' [3]. This Fellowship is aligned with a Phase-2 HEFCE funded and HEA managed project called OpenSTEM, which focus on the design and delivery of an over-arching pedagogical package of OER that can be used in the teaching of early career academics. The focus is on just two STEM subjects, namely Maths and Biosciences. We recognise that in order to encourage engagement with the UK PSF 'Core knowledge' criteria effectively, we must relate the pedagogy to subject-specific teaching experiences.

OpenSTEM is embedded within Exeter's UK PSF programmes for the current academic year and Marge Clarke is Director of the programme that leads to Associate Fellow status of the HEA. This paper will report on three modes of narrative evaluative evidence. Firstly, a focus group of course participants meets weekly to discuss how effective they regard the resources and activities they have directly experienced. Secondly, some of the resources will be 'trialed' within equivalent courses at other UK institutions. Finally, some of the activities are currently being 'played out' in our Maths undergraduate curriculum by Barrie Cooper who both contributes to our accreditation programme and is also a Maths Teaching Fellow. Feedback from all three sources will enable us to refine our resources from our Autumn 2010 cohort of participants to the Spring 2011 cohort and thus enable them to be of maximum benefit to the wider UK staff development community to use and repurpose. Our preliminary and iteratively more mature findings are discussed in our blog available at: http://blogs.exeter.ac.uk/openstem/blog/category/intro/

Keywords: OER; UK PSF; STEM; professional development; digital scholarship

References: [1] Browne, T.J.& Newcombe, M. (2009). Open educational resources: A new creative space. In *Same places, different spaces. Proceedings ascilite Auckland 2009*. http://www.ascilite.org.au/conferences/auckland09/procs/browne.pdf

[2] Browne, T., Holding, R., Howell A. and Rodway-Dyer, S (2010) *The challenges of OER to Academic Practice*. JIME (accepted for publication, Autumn 2010)

[3] SCORE Fellowship : http://www8.open.ac.uk/score/tom-browne

OER1107 Oral Presentation   Wednesday 11 May 15.15 Cockcroft Theatre
A sustainable approach to cost-efficient institutional OER practice
Simon Thomson, Leeds Metropolitan University
Conference Theme: OER strategy and sustainability

Abstract: At Leeds Metropolitan University we undertook a phase one pilot OER project funded by JISC & HEA. As part of that study we examined the sustainable practices in OER and developed our own sustainable strategy for maintaining OER development across the institution long after the funding had ceased. We have identified a number of key components that have enabled us to sustain OER practice at Leeds Met through embedding it as part of a wider strategy. This approach has been developed through the belief that OER can improve the teaching and learning process with a granular use of OER materials.

This session explores the processes we have developed as well those which were already established but have had OER mapped onto them. We also discuss the approaches to embedding practice, what is required to create a "sustainable practice" and how we have begun to change hearts and minds when it comes to OER creation, use and reuse. The session will also explore the development of partnerships both internal and external and the impact they have on sustaining OER practice within the institution.
Keywords: OER; sustainability; institution; strategy; reward & recognition
References: Peglar, C (2010) - OER and Sustainability - the Leeds Manifesto! [Online]. Available: http://www8.open.ac.uk/score/news/oer-and-sustainability-leeds-manifesto
Sheridan-Ross, J & Thomson, S (2010) Unicycle - A sustainable model for institutional implementation of OER. *OpenED Conference, Barcelona 2010.*
Thomson, S. (2010). Unicycle Final Report [Online]. Available: http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer/unicycle.aspx

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OER1108 Oral Presentation   Thursday 12 May 13.30 Breakout Room 4/4a
Serendipitous dynamic aggregated remote searching for lo-carbon Open Resources
Rob Pearce, Loughborough University, Engineering Subject Centre
Conference Theme: Collaboration and communities

Abstract: The Engineering a Low Carbon Future OER (EALCFO) project is taking a proof of concept idea (presented at OER10) of a search facility that is able to pull together appropriate OERs from a number of sources to a working service with a specific subject focus. The project blends a foundation of specific, expert-selected OERs with dynamic remote searching to produce relevant results as well as encouraging serendipity in recognition of the importance of this aspect of searching and discovery. The HEA/JISC funded OER pilot projects (2009/2010) encouraged the exploitation of technically sophisticated web-based services such as YouTube, Flickr etc. to present OERs released by the project. The dynamic part of the project pulls together appropriate resources spread over a number of such services and university repositories utilizing established web data interchange standards. The linkage with pre-selected best-of-breed OERs will, it is hoped provide "serendipitous" opportunities to connect with OERs related to the target subject on the web yet offer more information and presentational flexibility than the de-facto benchmark search tool, Google. Employing real-time data interchange techniques will allow the aggregation of related resources from online services, ensuring the collection remains up-to-date and connected to the broader community of practice. Other dynamic references will be aggregated such as relevant news and events, with the aim of further increasing serendipity. Another aim is to avoid creating (yet) another database that duplicates (possibly incorrectly) information held elsewhere eliminating the confusion that may cause and the maintenance load that checking and updating causes. These issues will reduce the sustainability of such a project output. This approach is not without problems however; initiating searches involve multiple service providers, most of which are free-to-use commercial products and therefore with no service level agreements. Technical stability and business longevity in a fickle, developing marketplace also mean added risk. Although the risk is high so are the rewards for such an approach. This paper presents an attempt to embrace the sophisticated interconnectivity available from these services and the human, technical and metadata considerations of building a useful service.
Keywords: Risk; technical interoperability; web2.0; standards; sophisticated; distributed; methodology; OER tracking; usage
References: http://www.engsc.ac.uk/oer/engineering-a-lo-carbon-future
http://icesculpture.wordpress.com/make-evolved-oer-discoverable/

OER1109 Oral Presentation   Wednesday 11 May 16.20 Breakout Room 6
How and for whom does accelerated learning work? The case of the Open Learning Initiative course "Logic & Proofs"
Christian D. Schunn, Melisa M. Patchan, University of Pittsburgh
Wilfried Sieg, Dawn McLaughlin, Carnegie Mellon University
Conference Theme: Academic practice and digital scholarship

Abstract: There are many ways in which online learning environments can relate to traditional textbook and face-to-face instruction, ranging from complete replacement to hybrid instruction in which face-to-face instruction supplements online instruction in a synergistic fashion, with different general models of online and hybrid instruction being explored by different institutions (e.g. MIT vs. OU vs. CMU). In the context of an online environment for teaching symbolic logic (CMU's Open Learning Initiative course Logic & Proofs), we tested the hypothesis that use of the online environment in a hybrid instructional mode can lead to accelerated learning (more content in the same amount of time or the same content in less time). Importantly, we explored how the setting (especially instructor and student types) moderate the effects because there are likely different relative strengths and weaknesses of online vs. face-to-face instruction across contexts. First, two studies were conducted at a large public tier-one institution in a very large lecture course, showing that online-only instruction produced equivalent learning outcomes to face-to-face instruction using a highly respected textbook. In addition, online instruction appeared to result in a much lowered attrition rate (in contrast to some other findings in the literature), providing efficiencies for students of a different form. Second, experiments concerning accelerated learning were conducted at three institutions, each representing a different type of institution; we used different forms of acceleration and evaluation logics suited to the context (e.g., random assignment to condition vs. natural experiment, more content in equal time vs. equal content in less time). Students at a community college were able to learn significantly more content and some content to higher performance levels using hybrid instruction compared with face-to-face instruction. Commuter students at a regional campus of a public university signing up for online instruction were resistant to participating in hybrid instruction and there was not a clear association between the amount of hybrid instruction and student learning. Traditional students from primarily computer science and engineering backgrounds at a

national university actually showed small but significant declines in exam performance with hybrid instruction relative to face-to-face instruction, likely reflecting the teaching costs associated with a shift from a highly practiced process to a novel process. The generality of the results for other approaches to online and hybrid instruction will be discussed.

Keywords: Accelerated learning; contextual differences; sustainability

References: Lovett, M., Meyer, O., & Thille, C. (2008). *The Open Learning Initiative: Measuring the Effectiveness of the OLI Statistics Course in Accelerating Student Learning.* Journal of Interactive Media in Education.

Howell, Scott L.; Laws, R. Dwight; Lindsay, Nathan K. *Reevaluating Course Completion in Distance Education: Avoiding the Comparison between Apples and Oranges.* Quarterly Review of Distance Education, v5 n4 p243-252 2004

W. Martin Davies. 2006 *Intensive teaching formats: A review* Issues in Educational Research, 16(1)

Wlodkowski, R. J. (2003), *Accelerated learning in colleges and universities.* New Directions for Adult and Continuing Education, 2003: 5–16.

OER1110 Oral Presentation   Wednesday 11 May 14.30 Cockcroft Theatre

Open Nottingham

Andy Beggan, University of Nottingham

Conference Theme: OER strategy and sustainability

Abstract: In implementing the Open Nottingham programme, the University of Nottingham has strategically embraced the Open Resource agenda. With benefits such as efficiency savings, promotional opportunities and enhancing the student experience, Open Nottingham is designed to foster increased use, reuse and publication of open educational resources (OER) by staff and students across the university and beyond. It aims to deepen understanding of the impact of OER on teaching and learning and to measure the effectiveness of OER as a promotional tool. Open Nottingham is centrally funded, has senior sponsorship, and long-term sustainability is a key consideration in all developments. It is an established part of the University's Five Year Strategy, supporting a number of the institution's published objectives. For example, the expansion of the institutional repository 'U-Now' is listed as a goal under the Social Responsibility objective and providing access to a rich supply of resources has direct impact on student satisfaction through the Excellence in Education objective. Open Nottingham also feeds directly into the 'knowledge without borders' Internationalisation strategy. Of the many initiatives operating under the Open Nottingham umbrella, some make use of formal Creative Commons or Open Source licensing, whilst others adopt a less formal, but equally open philosophy. These include U-Now, the Xpert repository and the Xpert media search and attribution service. This multifaceted approach helped shift the culture at Nottingham, generating a measurable increase in engagement with OER in 2010. For example, an OER module is now available as part of the PGCHE, which helps new lecturers embed OER in working practices at the start of their careers, an ever increasing number of Schools are publishing open content and an academic led steering group oversees the strategic direction of the programme. This presentation provides an overview of the tools and services that drive the success of Open Nottingham. It provides detail on the strategies adopted to encourage publication of open content by a significant number of schools across the institution. It outlines the activities undertaken to engage staff and student populations in the re-use of OER and offers a case study for sustainable OER practice.

Keywords: ukoer; oer; open nottingham; sustainability; oer publication; oer use; oer reuse

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OER1111 Oral Presentation   Friday 13 May 09.30 Breakout Room 4/4a

The School-Based Approach to OER Publication

Steve Stapleton & Andy Beggan, University of Nottingham

Conference Theme: OER strategy and sustainability

Abstract: BERLiN was a twelve-month project funded by JISC and the Higher Education Academy as part of phase 1 of the UK Open Educational Resource (OER) programme. BERLiN ended in April 2010 successfully meeting its objectives to publish 360 credits of the University of Nottingham's teaching material as OER and to investigate the issues faced by higher education institutions when doing so. BERLiN evolved into the Open Nottingham project, which is centrally funded under Nottingham's teaching and learning strategy. During BERLiN much of the published content was provided by individual academics. One of the first activities implemented under the Open Nottingham banner was the establishment of a more systematic school-based approach to OER.

The school-based approach is designed to tap into a comprehensive and regenerative source of content to embed long term sustainable practices in the publication of OER. It involves engaging with schools to publish a significant amount of their content in the form of module handbooks. This allows a view of a school's activities to be made available to the world and provides a framework by which more detailed resource offerings can be added later. Module handbooks provide information useful to both learners and academics and because of that cross-over make for powerful open resources. They support informal learners and for other academics they provide the core information needed to understand how a module is delivered. The openly-published handbooks are available for inclusion in the undergraduate on-line prospectus. This is helping to integrate OER with emerging strategies and desires to better inform prospective students about the Nottingham teaching and learning experience at a time when it is becoming more important to do so. It is also allowing for opportunities to measure the impact of OER as a promotional tool. This presentation provides an overview of the school-based approach to OER and outlines how the strategy resulted in the widespread involvement by schools across the university. It also examines the module handbook approach to OER and outlines how the approach has laid the foundations for sustainable OER publication at the University of Nottingham.

Keywords: ukoer; oer; open nottingham; sustainability; oer publication; oer use; oer reuse; module handbooks; school-based approach to oer

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OER1112 Oral Presentation   Thursday 12 May 14.00 Cockcroft Theatre

The Community café OER project: Tea, cake and teaching resources

Kate Borthwick & Alison Dickens, University of Southampton

Conference Theme: Collaboration and communities

Abstract: The Community Café project is a collaboration between the University of Southampton, Southampton City Council and Manchester Metropolitan University. It was funded by the JISC to create, publish online and share a collection of digital resources for community languages teachers in the Southampton area. The project addressed a particular problem: the scarcity of up-to-date, online resources for community languages. Community languages are defined as "…languages spoken by members of minority groups or communities within a majority language context" (Cilt). The Southampton area, for example, is home to a wide range of community languages, including Gujarati,

Bengali, Chinese, Afghan Farsi, Punjabi, Polish and Urdu. These languages are often learnt in informal situations rather than within the mainstream education system and have historically been undervalued by society. Teachers of these languages are often reliant on creating their own materials as a range of teaching resources in these languages is not available. Materials that do exist are often of inconsistent quality, unsuitable for their local, UK context, and are paper-based. Teachers also have limited access to training for the creation and repurposing of material, as they operate outside of the mainstream system and receive very little funding for their activities. In short, this was a community group who could benefit greatly from access to open resources; training in using technology in teaching; increased numbers of OERs and the networking possibilities social media sites offer to make contacts with other teachers across the UK. This presentation will describe the mix of informal and formal methods used to successfully engage the community languages group in Southampton. It will expand on the collaboration between this group and the university and will include a demonstration of the materials collected and the online site that was used to extend the project to other local teaching groups beyond the Southampton area. It will reflect on the issues, challenges and pleasures of building an online community alongside a collection of open educational resources, with a group entirely new to OERs and the concepts and issues surrounding their use and creation.

Keywords: OER; community; collaboration; languages; repository

References: National Centre for Languages: http://www.cilt.org.uk/community_languages.aspx

Community Languages in Higher Education: Towards realising the potential, (2008) report by Joanna McPake and Itesh Sachdev for the Routes into Languages project

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OER1113 Oral Presentation   Wednesday 11 May 16.50 Breakout Room 4/4a
Wikipedia and Higher Education: Beat them or join them?
Martin Poulter, TRUE project / DeSTRESS project / Wikimedia
Conference Theme: Collaboration and communities
Abstract: The presenter works on OER projects in Higher Education, and also in a voluntary capacity for Wikipedia, which aims to bring the world's knowledge to all of humanity. Both efforts are worthwhile, but their reach and impact is very different. I will argue that Wikipedia and its related projects have achieved enormous impact due to cultural factors that are only evident "behind the scenes". These cultural factors, including very high degrees of risk tolerance and individual empowerment, are largely alien to present-day Higher Education and become more so as universities become increasingly managerial. Some attempts to improve on the Wikipedia model, such as Citizendium, lack this special ingredient and enjoy considerably less impact. Universities have entirely different strengths from Wikipedia, but cannot put off the decision of whether they will try to compete with it, work with it for the common good, or work in a complementary way. If they want to be more wiki-like, they need to realise that this is not a matter of mere technological change, or even of individual practice.
Keywords: Community; policy; wiki; participation; risk

OER1114 Oral Presentation   Thursday 12 May 11.30 Cockcroft Theatre
Open Educational Resources in Digital Humanities
Simon Mahony & Ulrich Tiedau, University College London
Conference Theme: Academic practice and digital scholarship
Abstract: As digital technologies and communication channels have significantly changed the way we communicate and share knowledge, new ways of applying technology to the study of the human record are being found. These have resulted in new forms of academic practice and digital scholarship and led to fresh insights and perspectives on how we think about culture and creativity. The emerging discipline of Digital Humanities, in a process of becoming institutionalized, has a need of supporting open educational resourced which is what the DHOER project (Digital Humanities OER) seeks to provide. It is based at the UCL Centre for Digital Humanities, a university-wide initiative to create a unique environment where the full potential of the Arts and Humanities to challenge and inspire technology research is realised. Capitalising on UCL's interdisciplinary expertise in Information Studies, Computing Science, and the Arts and Humanities, this new centre forms the hub of a network bringing together researchers interested in the application of digital technologies to research problems in the arts and humanities and cultural heritage sectors in different departments and research centres.
The presentation will give an overview of the development of the discipline of Digital Humanities which has grown from the simple use of databases in scholarly work, to an approach in which technology is neither the servant of the humanities, nor its master, but an equal partner; the UCL take on Digital Humanities, and changing practices and ideas surrounding the value and impact of digital scholarship. It will also present the first OERs from a comprehensive range of introductory teaching and learning resources into the topics, techniques and methodologies of the emerging discipline of Digital Humanities that the DHOER project will be releasing.
Keywords: oer; open educational resources dh; digital humanities; ukoer

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OER1115 Oral Presentation   Thursday 12 May 15.45 Breakout Room 6
Technology for Open Education - Training with Open E-resources in Language Teaching
Alannah Fitzgerald, Durham University (UK)
Shaoqun Wu, Waikato University (NZ)
Conference Theme: Academic practice and digital scholarship; collaboration and communities
Abstract: his presentation will be of interest to OER specialists working in the Higher Education and Development sectors who are motivated by educational affordances derived from the open-source and open-access movements for the development of OER in language teaching. Following on from last year's OER10 conference presentation, 'Opening up foreign language education with the Flexible Language Acquisition Project (FLAX)', a further web-based demonstration of large language collections based on linguistic content derived from digital prose libraries and search engines such as Google and Yahoo will be presented. These collections feature a simple concordancing user interface for non-specialist end users, namely language teachers and learners. Collections are built on the open-source multilingual digital library software, Greenstone, from Waikato University's Greenstone Digital Library Lab (NZ).
Learning support collections will also be presented for exploiting the FLAX and British National Corpus collections based on a new sibling fellowship project, TOETOE (Technology for Open Education - Training with Open E-resources) based at the Support Centre for Open Resources in Education (SCORE) in conjunction with the Open University and Durham University (UK). Niche OER support collections from

TOETOE include an Open Access Language collection derived from research articles published using open access standards found in Google Scholar and the Durham Research Online database. This collection presents typical rhetorical devices and formulaic language sequences found across a range of written genres to be exploited in language teaching and learning for academic purposes.

A gap in specific language teacher qualifications currently exists whereby language teachers working in the HE and volunteer sectors have received insufficient formal training in the core competencies of their respective fields. Instead, many language teachers have been trained in general language teaching proficiencies only and come equipped with standard entry-level qualifications at best. These qualifications are based on curricula which are heavily textbook reliant, placing a burden on HE and volunteer sector language teachers to develop suitable programmes using authentic and freely accessible texts that address a range of students' specific language learning needs. The FLAX and TOETOE collections provide dedicated training support for language teaching practitioners in the effective use of open educational tools and resources for language learning.

Keywords: design research; digital scholarship; open access; open-source educational applications; open educational resources; corpus linguistics; professional teacher development

References: Wu, S., Witten, I. & Franken, M. (2010) *Utilizing lexical data from a web-derived corpus to expand productive collocation knowledge*. ReCALL, 22 (1), 83-102.

Durrant, P., & Mathews-Aydınlı, J. (2011) *A function-first approach to identifying formulaic language in academic writing*, English for Specific Purposes, 30 (1), 58-72.

Koehler, M.J., & Mishra, P. (2005). *Teachers learning technology by design*. Computing in Teacher Education, 21(3), 94-102.

OER1116 Oral Presentation   Wednesday 11 May 16.50 Breakout Room 6

Why, why, why DELILA? Releasing information and digital literacy content to support trainee teachers in higher education

Catherine Robertson, University of Birmingham & Jane Secker, London School of Economics

Conference Theme: Academic practice and digital scholarship

Abstract: OERs play a huge role in educational development, and many institutions are encouraging their staff to repurpose existing materials when new learning materials for students are being considered. However, what about OERs being used in the education of teacher? This session will report on the DELILA (Developing Educators' Learning and Information Literacies for Accreditation) project, which aims to adapt existing digital and information literacy teaching materials, to make them openly available, and to integrate them into accredited HEA programmes for new academics. Led by the London School of Economics (LSE) in partnership with the University of Birmingham, DELILA has been funded by the Higher Educational Academy (HEA) and JISC under the HEFCE Open Educational Resources (OER) programme, to support UK institutions in sharing teaching and learning materials freely across the world. The paper will briefly outline the different phases of the project before discussing the material itself and its uses and impact. UoB and LSE undertook an audit of exiting material used in Information Literacy (IL) and Digital Literacy (DL) training which could be adapted for use in the Postgraduate Certificate in Education (PGCert). The objects were then modified to become OERs and mapped to the current PGCert curriculum and UK Professional Standards Framework. In this way academics are able to update their own IL and DL skills, whilst also reflecting on opportunities for embedding materials in their own teaching. By developing searchable local repositories specifically for these teaching materials, and depositing nationally in OpenJORUM it is hoped that it will be easier for new academics to locate and share relevant teaching resources.

Keywords: information literacy; digital literacy; oer

OER1117 Oral Presentation   Thursday 12 May 10.55 Cockcroft Theatre

Transforming interprofessional education through Open Educational Resources

Ming Nie, University of Leicester
Liz Anderson, University of Leicester
Jacqui Williams, De Montfort University
Ali Ewing, University of Northampton
Rob Howe, University of Northampton
Alejandro Armellini, University of Leicester

Conference Theme: Academic practice and digital scholarship; collaboration and communities

Abstract: This presentation reports on the development and use of Open Educational Resources (OERs) for Interprofessional Education (IPE) in Health and Social Care. The study is conducted as part of a JISC and HEA funded project called TIGER (Transforming Interprofessional Groups through Educational Resources, http://www.northampton.ac.uk/tiger). IPE occurs when students learn about each other's professional practice to enable more effective collaboration and improve health outcomes (Barr, 2002). IPE remains an emerging field within Health and Social Care curricula (Barr and Ross, 2006) with very few open materials to inform and guide HEI academic leaders in the design and delivery of relevant learning materials. There is a strong need for sharing IPE materials locally, nationally (CIPW, 2007) and internationally (WHO, 2010). The IPE students also have a need for accessing learning materials or resources at work placements. Developing materials as OERs will enable flexible use for academic, practitioners and students. TIGER aims to addresses this need.

Since 2002, the University of Leicester, the University of Northampton and De Montfort University have worked collaboratively to develop interprofessional learning (IPL) materials. These are now being released as reusable and customisable OERs. TIGER will evaluate the influence of OERs on the three stakeholders: academics, learners and practitioners. We will showcase examples of how academics at the three institutions have changed their teaching practice as a result of incorporating OERs into their teaching. We will discuss the benefits and challenges involved in the pedagogical design of OERs and designing for openness in IPE, showing evidence of the impact of OERs on students, including the benefits and value that OERs offer to student learning and how students use them. We will share our experience of engaging learners to contribute to the development of OERs. Examples of OERs enabling wider access for IPE practitioners in the workplace will be shown. The development of OERs plays an ongoing important role in fostering collaborations between the three institutions and their associated IPE communities. This presentation will share the key challenges and benefits of this collaborative effort.

Keywords: oer; ipe; ipl; collaboration

References: Barr, H (2002). *Interprofessional Education - Today, Yesterday and Tomorrow*. Occasional Paper No 1. Learning and Teaching Support Network, Centre for Health Sciences and Practice, CAIPE.

Barr, H. and Ross, F. (2006). *Mainstreaming interprofessional education in the United Kingdom, a position paper.* Journal of Interprofessional Care, 20(2), 96-104.

CIPW (2007). *Creating an Interprofessional workforce: An education and training framework for Health and Social Care in England.* UK Centres for the Advancement of Interprofessional Education (CAIPE), London, Department of Health.
http://www.caipe.org.uk/resources/creating-an-interprofessional-workforce-framework/

WHO (2010). *Framework for action on interprofessional education and collaborative practice.* Geneva: World Health Organisation 2010.
http://www.who.int/hrh/resources/framework_action/en/index.html

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OER1119 Oral Presentation   Wednesday 11 May 12.00 Breakout Room 6

Building online communities to sustain the Open Education movement

Vivien Rolfe, De Montfort University & Simon Griffin, Search Engine Optimisation Specialist, Leicestershire

Conference Theme: OER strategy and sustainability

Abstract: UK Higher Education is about to undergo a rapid change. The Open Educational Resource (OER) movement will offer educators much needed flexibility and the ability to access to good quality materials for free, and the movement will provide learners with access to resources to tailor-make their own educational experience. Adopting sustainable approaches are central to growth of the OER movement - how can individuals and institutions ensure that their resources thrive and not gather dust? The JISC/HEA OER Phase 2 project SCOOTER (Sickle Cell Open, Online Topics and Educational Resources) aims to use social networking tools to build a community of users as part of a sustainable approach.

The SCOOTER project will use social networking tools to build an online community. Commercial companies now strive to develop viral marketing campaigns via social networking that can reach millions of people instantly. The SCOOTER project's OER are contained within a WordPress Direct blog (SCOOTER 2010). The project uses Posterous to send data (images, blog updates, news) to additional social networking spaces including Facebook, Twitter, Blogger, Picassa, Tumblr and others. As well as passively populating these areas, the project team are actively joining relevant groups and following them on Twitter and Facebook.

The SCOOTER project aims to evaluate which networks are best. SCOOTER will track user activity through Google Analytics to see which networks are effective in referring traffic back to the project website. It is important that the network activity is not light and paying fleeting visits, but builds towards being an active community with dialogue. The user statistics will be gathered from each of the social networking spaces, and qualitative data from comments and forums will be used to determine some extent of impact and richness of the discussions.

Building a vibrant community of users is an essential goal in order to sustain the OER movement though what might be a rocky road in the years ahead. Building a community starts with social networking and evaluating the effectiveness of these networks.

Keywords: open educational resources; online communities; sustainability; scooter; sickle cell anaemia

References: SCOOTER (2010). *Sickle Cell Open – Online Topics and Educational Resources* project website. Available at:
http://www.sicklecellanaemia.org

OER1120 Oral Presentation   Friday 13 May 09.30 Cockcroft Theatre

Learning by numbers: trends in collective and collaborative activity on OpenLearn

Andy Lane, The Open University

Conference Theme: Collaboration and communities

Abstract: OpenLearn's LearningSpace (http://openlearn.open.ac.uk) was originally set up to not only be a repository of OER from The Open University but also to have those OER set within an open learning environment to facilitate communication and collaboration between learner users (Gourley and Lane, 2009). Similarly, OpenLearn's LabSpace (http://labspace.open.ac.uk) was designed to enable educators to create and repurpose OER from any source, not just The Open University, either individually or in collaboration with others. The open learning environment for both LearningSpace and LabSpace has been based on Moodle and has used both core and added functionality to enable registered users to undertake asynchronous and synchronous communication and to support collective or collaborative open content development. In general use of both LearningSpace and LabSpace is on a self-service basis as there is no proactive Open University moderation or facilitation of communications and collaborations and so it provides a test bed for why and how well communities of interest or practice can develop around OER. The OpenLearn Research Report (McAndrew et al, 2009) did examine some aspects of communication and collaboration over the first two years of the existence of OpenLearn (2006-08). With a further two years of operation this paper revisits and updates some of that data and also details trends in purposeful activities on the two sites.

The investigation of activity on a website is not always straightforward and much of the interpretation of analytics data or empirical observations has to be done with caution (Godwin et al, 2008). It is also not always straightforward to chart trends in activity over time when the site is also subject to many functional and content changes in response to internal and external feedback. Nevertheless this paper examines a number of activities that can be viewed as evidence of collective or collaborative behaviour which have been sustained and grown over time. It also examines activities that have not developed in any way. From this data some tentative conclusions are drawn as to the major factors that drive or inhibit such collective and/or collaborative behaviour and whether this truly represents communities of interest or practice.

Keywords: oer; communities; collective behaviour; collaborative behaviour

References: Godwin, S. McAndrew, P. and Santos, A. (2008) *Behind the Scenes with OpenLearn: the Challenges of Researching the Provision of Open Educational Resources*. Electronic Journal of E-Learning, 6(2), pp 139–148. Available at: http://oro.open.ac.uk/12121/

Gourley, B. and Lane, A. (2009) *Re-invigorating openness at The Open University: the role of Open Educational Resources*. Open Learning: The Journal of Open and Distance Learning, 24:1, 57-65

McAndrew, P., Santos, A, . Lane, A., Godwin. P., Okada, A., Wilson, T., Connolly, T., Ferreira, G., Buckingham-Shum, S., Bretts, J., and Webb, R. *OpenLearn Research Report (2006-2008)*. 72 pp. 2009. The Open University, ISBN 0780749229252 (20%) Available at
http://oro.open.ac.uk/17513/

OER1121 Oral Presentation   Friday 13 May 10.30 Breakout Room 4/4a

Achieving sustainable orbit for Open Educational Resources through the OeRBITAL project (work in progress)

Terence McAndrew and Chris Taylor, UK Centre for Bioscience, University of Leeds

Conference Theme: OER strategy and sustainability

Abstract: There is a clear and distinct parallel with the launch of a vehicle for space exploration and the launch of a resource for an educational journey. Presently, most educational resources have narrow aims and fail to escape the purpose of a local academic destination. Each academic year they may be re-launched and perhaps cloned for similar educational journeys in new institutions but, after a limited number of flights, they become unfit for purpose as they were not maintained and their environment took its toll. Funding and credit only appears to be available for building more of the same, with similar results; the original design teams have to move on to build new but similar resources. It would appear that each project is only supported to exist in its own local academic landscape; 'inter-continental' is an ideal which project teams would prefer to work on but, in the absence of reward and co-ordination, they must limit their ambition and resource is wasted.

The rise of the Open Educational Resources (OER) movement and the new academic landscape (linked by web2.0 and repositories) offer a host of solutions which can empower the resource providers to build educational resources which are open for 'inter-continental' development but there is a gap which needs to be bridged by a focused strategy to secure engagement: OeRBITAL (Open educational Resources for Bioscientists Involved in Teaching and Learning) seeks to build this bridge between the traditional academic networks and online communities to create a sustainable credit-rewarding network by identifying and raising for enhancement the best of breed solutions (and considerably improve their service lifetime). The OeRBITAL project has established a network of 'Discipline Consultants' (DC) who can identify key resources in their field which are not only meeting real academic demands, but are also suitable of becoming 'core' OERs capable of further application and development beyond their original aims. We will show how our DCs are using the basis of discipline expertise (and learned society networks) to develop a cultural change by promoting best of breed solutions through professional networks in conjunction with web 2.0, while working alongside learning technologists to create a sustainable 'orbit' for the best open education resources, giving them the boost they need to be adopted and adapted.

Keywords: oers; sustainability; blogs; wikis; web2.0; repositories; academic communities; learned societies; culture change

References: OeRBITAL project – www.bioscience.heacademy.ac.uk/resources/oer

McAndrew and Taylor (2010). *The Interactive Laboratory and Fieldwork Manual for the Biosciences – Final Report.* UK Centre for Bioscience Higher Education Academy Subject Centre. Available at http://tinyurl.com/biooerrep

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OER1122 Oral Presentation   Thursday 12 May 12.00 Cockcroft Theatre

Inside Out: Linking OERs to professional development and knowledge management activities

John Casey, Hywell Davies, Chris Follows, Nancy Turner & Ed Webb-Ingall, University of the Arts London

Conference Theme: Academic practice and digital scholarship

Abstract: The ALTO (Arts Learning & Teaching Online) project at the University of the Arts London has as one of its high level aims to link engagement with OER publishing activity to a process of educational culture change across the institution. This presentation describes the journey that the project team has taken to address this aim and some of the emerging outcomes, which may be of use across the HE sector. Along the way the team have had to seek answer to some tricky questions like:

- Whose culture?
- What changes?
- Why change?
- How to change?

Early on in the project discussions we decided to focus on the 'why?' question in relation to OER creation and sharing with the hope that everything else would make sense from there. This helped us to come to some useful conclusions about why we should engage with OER creation and sharing and also offered further areas to explore that include:

- OER engagement and creation can be seen as an institutional and professional development tool in the context of externalising practice, pedagogic conceptions and strategies to support reflection and development.
- a foundation to introduce and extend collaborative learning design skills in staff in support greater flexible and blended learning opportunities for future students in order to extend the range of study modes and options at the UAL – a real challenge for such practice based subjects.
- Demonstrate the use of OERs as 'boundary objects' as described in the work of Etienne Wenger's Communities of Practice and as 'mediating artefacts' in learning design advocated by Grainne Conole of the Open University to facilitate communication and collaboration between different groups of practitioners
- Explore the possibility of this overall approach and methodology combined with repository and social media tools to provide the basis for a viable knowledge capture and management system

Keywords: open educational resources; professional development; pedagogy; educational development; learning design; knowledge capture; knowledge management; blended learning; flexible learning; repository; social media

References: *Arts Learning & Teaching Online* Available at: http://www.arts.ac.uk/alto/

Wenger, E. (1998) *Communities of Practice*, Cambridge: Cambridge University Press

Conole, G. (2008). Capturing practice: the role of mediating artefacts in learning design. In Lockyer L., S. Bennett, S., Agostinho, and B Harper (Eds.), *Handbook of Research on Learning Design and Learning Objects: Issues, Applications and Technologies*. Hershey, PA: Information Science Reference.

http://en.wikipedia.org/wiki/Knowledge_management

OER1123 Oral Presentation   Thursday 12 May 14.30 Breakout Room 4/4a

LORO: fostering professional development through OER

Anna Comas-Quinn & Tita Beaven, Department of Languages, Faculty of Education and Language Studies, The Open University

Conference Theme: Collaboration and communities

Abstract: LORO (Languages Open Resources Online) http://loro.open.ac.uk) is an online repository developed with JISC funding at the Department of Languages, The Open University, UK. It enables users to store, manage, share and easily access resources for language teaching and learning, and to exploit, remix and extend resources created by others. The idea of such a repository was perceived to be beneficial by language professionals in terms of professional development, time saving, showcasing own work and student support. LORO currently holds over 1500 individual resources, has around 450 registered users, and receives hundreds of visits a week from all over the

world. The resources cover French, German, Spanish, Italian, Welsh, Chinese and English for Academic Purposes, and include both Open University tutorial resources and those uploaded by individual teachers.

This paper focuses on how being members of the LORO OER community has impacted on the teaching practices of users and on their self-perception as teachers. Drawing on quantitative data from pre- and post-project questionnaires and on qualitative data from focus groups and one-to-one interviews with LORO users, we analyse the motivation and incentives for sharing, using and reusing OER, and the way in which social media might contribute to the development of this professional community. We believe that OER repositories can be a catalyst for transforming pedagogy, supporting collaboration, and starting new conversations about teaching practices (Petrides et al, 2010), and examine the extent to which social media might be instrumental in achieving this.

Keywords: oer; pedagogy; community; professional practice; teaching repository

References: Petrides, L.; Jimes, C.; Middleton-Detzner, C. et al. (2010). *OER as a Model for Enhanced Teaching and Learning.* In Open ED 2010 Proceedings. Barcelona: UOC, OU, BYU. Available at: http://hdl.handle.net/10609/4995

OER1124 Oral Presentation   Friday 13 May 10.30 Cockcroft Theatre
The National Courses of Excellence Program: Open Educational Resources for Higher Education in China
Elpida Makriyannis, Institute of Educational Technology, The Open University
Yimin Jia, Future Education Research Centre, South China Normal University
Conference Theme: OER strategy and sustainability
Abstract: Open Educational Resources have grown in importance over the past decade in China, with synergies to the international OER movement and strong social and cultural links within the Chinese educational community. This paper presents a case study of the development of the National Courses of Excellence program launched by the Ministry of Education and adopted by educational institutions across China. The main purpose of the program was to develop and make openly available to everyone educational materials of the highest quality, triggering a transition from an elite higher education for the few to mass higher education for all. Educational materials were developed collaboratively within teaching teams and distributed online via university websites. The government played a strategic role in developing a model for the selection of the best teaching courses and providing a simplified licensing framework. A community consisting mainly of the teaching teams who designed the educational resources and students who contributed to this process were responsible for sustaining and updating the teaching materials. Anecdotal evidence is presented, based on surveys and interviews with program participants and observations of community activities, highlighting the challenges and opportunities facing OERs in China and also revealing the impact of digital technologies on enabling more young people to access and receive quality higher education.

Keywords: oer; china; educational policy; sustainability

References: Håklev, Stian. 2010. *The Chinese National Top Level Courses Project: Using Open Educational Resources to Promote Quality in Undergraduate Teaching.* MA Thesis, Ontario Institute for Studies in Education, University of Toronto
Li, Jun and Jing Lin. 2008. China's Higher Education Expansion: A Policy Analysis from a Rational Framework. In *The Worldwide Transformation of Higher Education*, edited by David P. Baker and Alexander W. Wiseman. International Perspectives on Education & Society, 9. Bingley, UK: JAI Press.
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Pretorius, S. G. and Y. Q. Xue. 2003. *The Transition from Elite to Mass Higher Education: A Chinese Perspective*. Prospects 33 (1).
Yang, Rui. 2004. Toward Massification: Higher Education Development in the People's Republic of China since 1949. In *Higher Education: Handbook of Theory and Research*, edited by John C. Smart. Dordrecht: Kluwer. 311-374.

OER1126 Oral Presentation   Wednesday 11 May 16.20 Breakout Room 4/4a
Where technophile meets technophobe: creating an OER repository for the social policy and social work teaching community
Jules Newman & Helen Bulpitt, Subject Centre for Social Policy and Social Work (SWAP), University of Southampton
Conference Theme: Collaboration and communities
Abstract: This paper will inform on insights gained from a one-year JISC-funded OER project on setting up an online repository for the social policy and social work community. One of the key aims of this repository, SWAPBox, is the creation of a vibrant community which interacts to offer support and feedback to members, as well as discuss and inform each other on the wider issue of using free online resources as part of the discipline's teaching. It is expected that the diverse community of SWAPBox will consist of organisations already active in developing OERs and individual educators whose experience of using and creating online resources is currently still limited. By introducing a range of features, members will have opportunities to interact with others in accordance with their specific needs and interests. The presentation will provide an overview of the key interactive features, how they have been used by the user community and will make good practice recommendations on the basis of the SWAPBox experience.

By bringing together new and experienced users of OERs in SWAPBox, we are hoping to trigger a cultural shift across a subject community whose engagement with technology and online teaching resources has been largely limited or non-existent. A key concern for evaluation will be assessing the extent by which such a shift has taken place. By introducing a number of quantitative and qualitative feedback and monitoring features, we envisage to gain an insight into the motivation of different users of SWAPBox and how they are engaging with the repository. Finally, the presentation will also address the question of sustainability beyond the funded part of the project: how can online communities be encouraged to take on ownership of a repository like SWAPBox, update it and keep interacting with each other without any prompts from the project team?

Keywords: oer repository; swapbox; social policy and social work teaching community; creating online communities; sustainability of online repositories

References: *SWAPBox Project* Available at: http://www.swapboxproject.co.uk/

OER1128 Workshop (1 hour)   Wednesday 11 May 11.30 Breakout Room 4/4a
OERopoly: collaboration, communities and the context of academic practice
Teresa Connolly, Tina Wilson, Elpida Makryannis, Anna De Liddo & Andy Lane, The Open University

Conference Theme: Collaboration and communities

Intended audience: Anyone wishing to find out more about OER projects

Background & rationale: This workshop aims to enable participants to investigate relationships between OER projects, Web 2.0 technologies and associated online learning communities through use of mediating artifacts within a collaborative environment. Participants will play a board game called OERopoly where 'gaming' provides them with a grounded and enjoyable experience of "Collective Intelligence" [1, 2, 3, 4] in action. Two versions of the OERopoly board will be available: one representing worldwide OER projects and one with a UK OER project focus that includes Academic Practice.

Main idea(s) to be explored: Throughout the workshop different types of mediating artifacts will be used to assist participants in making informed decisions and choices around game-playing and, therefore, mediating their subsequent gaming activities and sharing of intelligence. This workshop thus exposes and explores the perceived relationships (both synergies and tensions) between these three worlds: OER projects, Web 2.0 technologies and associated online learning communities.

Mediating artifacts are broadly defined "to include instruments, signs, languages, and machines" [5]. In our context mediating artifacts include technology and community playing cards, OER project cards, pawns, dice, instructions, participants, facilitators, and the workshop format. The collaborative activity will also be guided by work undertaken with Patterns [6].

Activities participants will engage in:

1. Creating ideas: Acting and Playing This task involves playing the OERopoly game to explore the relationships between OER, Web 2.0 technologies and Online Learning Communities. After explanation of the game rules participants will throw dice and start playing. The game will follow similar mechanical rules to Monopoly (which has influenced the design of OERopoly); but with the following underlying metaphors:

Money = Information and Knowledge of OER

"Streets", Utilities and Stations = OER Projects, OER research hot topics, and Web 2.0 Technologies

During the game participants will be asked to answer questions on OER projects, communities and technologies and to post the answers on a diagrammatic representation showing where the three worlds (OER, Web 2.0 technologies and online learning communities) converge and differ.

2. Feedback: Reflections In the final phase of the workshop participants are requested to complete a short survey giving feedback. This enables participants to reflect on what they have learnt playing OERopoly and enables the facilitators to develop the principles for using games as a means of identifying and sharing collective intelligence.

Intended outcomes: Participants will

- participate in and discover the challenges of collaborative working
- gain a raised awareness of the variety of OER projects and tools
- understand the role of game playing with mediating artefacts

Keywords: collaboration; communities; context; academic practice

References: [1] Atlee, T., Y. Benkler, et al. (2008). *Collective Intelligence: Creating a Prosperous World at Peace*. Oakton, Virginia, Earth Intelligence Network

[2] Buckingham Shum, S. (2008). *Cohere: Towards Web 2.0 Argumentation*. Proceeding of the 2008 conference on Computational Models of Argument: Proceedings of COMMA 2008. ACM, pp 97-108

[3] Levy, P. (1997) *Collective Intelligence: Mankind's Emerging World in Cyberspace*. Translated from the French under the title: L'intelligence Collective: Pour une anthropologie dy cyberspace (1995) by R. Bonomo. New York, NY: Plenum.

[4] New Media Consortium (2008). *Four to Five Years: Collective Intelligence*. 2008 Horizon Report, in collaboration between The New Media Consortium and the EDUCAUSE Learning Initiative: An EDUCAUSE Program. Available at: http://wp.nmc.org/horizon2008/ last retrieved Oct. 2009.

[5] Nardi, B.A. (1995) Studying Context: A Comparison of Activity Theory, Situated Action Models, and Distributed Cognition, chapter in *Context and Consciousness: Activity Theory and Human-Computer Interaction*, MIT Press

[6] De Liddo, A. (2010). *From Open Content to Open Thinking*. In G. Siemens & C. Fulford (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010 (pp. 2-11). Chesapeake, VA: AACE.

OER1129 Workshop   Wednesday 11 May 11.30 Breakout Room 4/4a

Content creation in an open world: Xerte Online Toolkits and the Xpert repository

Julian Tenney, Steve Stapleton & Patrick Lockley, University of Nottingham

Conference Theme: Academic practice and digital scholarship

Intended audience: All, this is not a technical session

Background & rationale: Xerte Online Toolkits (http://www.nottingham.ac.uk/xerte/toolkits.htm) is a powerful suite of browser-based tools allowing anyone with a web browser to log on and create interactive learning materials easily. Xerte Online Toolkits provide a number of project templates for creating online presentations and interactive content. Content is assembled using an intuitive interface and multiple users can collaborate on shared projects. The software is free, open-source and is in use in over 150 institutions around the world with an active community of users and developers. Xerte Online Toolkits are noted for ease of use and highly accessible outputs, and are extensible, allowing new templates to be easily developed to meet particular pedagogical requirements. Xpert (http://www.nottingham.ac.uk/xpert) is a repository of open educational learning resources made freely available for sharing and reuse from a variety of institutions around the world. Xpert currently indexes over 150,000 resources, making it one of the world's largest collections of OER. Xerte Online Toolkits make it simple to add content to the Xpert repository so that it can easily be found by others who may want to re-use or re-purpose it. Xpert includes search tools for reusable images, sounds and video for reuse in projects, returning resources properly attributed with the appropriate license information. (http://www.nottingham.ac.uk/xpert/attribution/). This service makes it easy to confidently find and reuse multimedia assets in projects, and is integrated directly into the Xerte Online Toolkits workflow. Xpert labs (http://www.nottingham.ac.uk/xpert/labs) is developing innovative new tools and APIs to access the Xpert collection, allowing anyone to develop new applications on top of the collection. This workshop will allow participants to fully explore the suite of tools to create interactive learning materials and publish them to the Xpert repository. Participants will become familiar with creating content with Xerte Online Toolkits and explore the many templates included for creating content. Participants will explore the open publishing process by which Xerte Online Toolkits can publish resources to the Xpert repository, and will gain hands-on experience using Xpert to identify resources for repurposing into new content, and to find and reuse multimedia. Participants will learn more

about how the suite of tools is contributing to Open Nottingham, a programme of work designed to facilitate increased use, re-use and publication of OER by staff and students at The University of Nottingham and by the wider community.

Main idea(s) to be explored: Xerte Online Toolkits and the Xpert repository work together to make it easy to adapt and repurpose existing resources and publish new content into one of the world's largest collections of OER. Using the tools and insight into their potential the workshop will provide hands-on experience of:

- Content creation in an open world
- Content creation
- Adaptation and reuse
- Publishing and metadata
- Open repositories.

Activities participants will engage in:

- Hands-on content creation
- Adaptation of existing resources
- Reuse of multimedia assets
- Publishing content

Intended outcomes: Participants will gain a good overview and understanding of the Xerte and Xpert suite of tools.

Keywords: xerte; xpert; metadata; publishing; content creation; oer; reuse; adaptation; rlo; interactivity; accessibility

References: *The Xerte Project* http://www.nottingham.ac.uk/xerte

Xpert http://www.nottingham.ac.uk/xpert

OER1130 Oral Presentation   Thursday 12 May 10.25 Breakout Room 6

New and improved, now shared with you: A case study following the lifecycle of 32 nursing RLOs developed with Xerte for OER release

Colleen McCants (IS Learning Technology), Andy Meal & Heather Wharrad (School of Nursing, Midwifery and Physiotherapy), University of Nottingham

Conference Theme: OER strategy and sustainability

Abstract: Many institutions face similar problems with ageing Computer-Aided-Learning: how to achieve sustainability whilst avoiding future pitfalls. Technical problems that Master of Nursing Science students at the University of Nottingham encountered when trying to gain access to older Authorware-based CAL packages on the NAL network established the need to extract and improve on the content. By opting to invest time and resources, rather than pay yearly subscriptions to educational medical collections, development costs could be recouped by the University, long-term. The intention became not to solve the problem once, but sustainably, and for others facing the same obstacle. With additional effort, RLOs could be created for Creative Commons release, thus providing free, quality, core resources for teaching Anatomy and Histology.

The Division of Nursing at Nottingham has been developing OER in the form of RLOs since 2002, so subdividing the CAL into smaller bits was a natural step. In-house-developed 'Xerte Toolkits' was the obvious choice for sustainable delivery. Using this Flash-based XML engine as the development environment enabled non-site-specific collaboration and straightforward updates by all contributors. New graphics and animations were essential, to establish clear copyright, and to improve quality, as student understanding of complex systems benefits from both accurate and engaging medical depictions. Collaboration between academic, artist and developer over a two-year period resulted in 32 Exemplar-level RLOs incorporating new content, better graphics and new additions to Xerte functionality.

The RLOs are already in use by 120+ MNursSci students. In Sept 2011, 240+ BNursSci students, 200+ Medical students and others in Veterinary Science and Archaeology begin using the RLOs, in sync with wider release via the University's U-NOW website.

Maximising on time and effort spent, the illustrations contained within the RLOs are due to be released on a simultaneous and standalone basis. Using Flickr® with metadata will allow image repositories, such as in-house-developed 'Xpert Media Search and Attribution' service access via CC searches.

Release of RLOs and graphics together will provide high-quality core resources, enabling anyone to expand and adapt content for bespoke teaching needs. Additional RLOs are due to follow, as the University of Nottingham continues support of OER

Keywords: case study; learning objects; open content; repositories; reusability; oer; xerte; xpert; medical rlo; collaboration

References: *Intranet Workspace for Nursing RLOs* http://workspace.nottingham.ac.uk/display/nursingRLO/Home

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OER1131 Symposium   Thursday 12 May 13.30 Breakout Room 6

Research Methods OERs in the Social Sciences

Chair: Graham Gibbs, University of Huddersfield

Conference Theme: OER strategy and sustainability; Academic practice and digital scholarship; Collaboration and communities

Intended audience: The symposium will principally be of interest to those from the social sciences, education, health studies and business studies who have an interest in the teaching and support of social research methods

Background & rationale: The social sciences is a diverse group of subjects but tends to share a common view about methods of research inquiry. Whilst not every research approach is used by every subject, there is enormous overlap and a 'family resemblance' between each discipline's approach. This is recognised, for example, by the ESRC research training guidelines which specify a common core of methods but also identify considerable overlap in the specialist guidelines for each discipline. These methods – surveys, interviews, experiments, case studies etc. are also shared with disciplines which often sit outside traditional social science faculties, for instance, education, business and computing. This diversity produces certain strengths. For example, research methods is often a core subject at undergraduate level and certainly at postgraduate level and there is a large and widespread need for resources in the area. However, diversity also brings certain problems. These include the need for resources on generic methods to use various substantial topic materials to match those in the disciplines and to respond to a wide range of pedagogic uses and the difficulty of discovering appropriate materials since metadata systems are often poorly designed to deal with the commonalities and commonness of research methods issues.

Main idea(s) to be explored: Papers in this symposium will report on a variety of projects that have been developing OERs for research methods in the social sciences. These will range from those focusing on just one level of student or one single methodological approach to

those with wider remits both in terms of methods and in terms of levels. In addition, projects are adopting a range of approaches to dissemination and marketing of the materials they have produced and some are attempting to address the issues of how potential users can determine the appropriateness and quality of the resources they are considering. Presenters will report on their experience in addressing these issues.

How will discussion be facilitated? Discussion will revolve in part around these issues too, but we also want to draw on the experiences of those attending in addressing similar issues elsewhere. In particular we will discuss the following topics:

1. How will potential users find the materials (problems of metadata, subject specificity, adaptability)?
2. How will potential users make judgments and be able to draw conclusions efficiently about the quality, level and appropriateness of materials?
3. What pedagogic limitations are there? Can resources be used in what are predominantly classroom based subjects with mass numbers?

Keywords: social sciences research methods; resource discovery; dissemination; marketing; quality judgements; pedagogy

OER1131a Short Paper (part of Symposium OER1131)
Learning theory and RLOs. The REQUALLO experience.
Graham Gibbs, University of Huddersfield and Colm Crowley, Greenwich University
Conference Theme: Academic practice and digital scholarship
Abstract: There is an assumption of much learning theory that the teacher or designer has total control over the learning environment; that he or she can plan the curriculum, the learning outcomes, exercises and the general environment. But this is rarely true for most teachers and especially it is not true for designers of OERs and RLOs. In this case we must design for just one part of the overall learning experience. As Mayes and de Freitas (2007, p.17) put it, "new knowledge must be built on the foundations of already existing frameworks, through problem solving activity and feedback." But designers of RLOs either don't know what this framework is, or cannot guarantee that the user will address it before using the RLO.

The REQUALLO project (Reusable Qualitative Learning Objects) has been funded by the HEA for the last three years to produce RLOs to support students learning how to undertake qualitative analysis in the social sciences. In this case problems of control over the learning environment are exacerbated as the analytic activity is essentially a creative one and teachers generally want to avoid being explicit about what steps or stages the learner needs to go through.

There are several responses that designers may take and that we have adopted for REQUALLO.

1. Provide a number of entry points, with some guidance to learners as to which they ought to use. An advantage of this approach is that we have also used it as a way of presenting the RLO material that is appropriate for different levels of learner, undergrad or postgrad.
2. Provide opportunities for vicarious learning. We do this by providing case studies of actual students who describe their own, sometimes hesitant, even chaotic learning of the analytic process.
3. Support learners to be creative by dealing with things differently, not doing what they have done before. In REQUALLO we offer not a set of definitive stages, but a variety of approaches. We do not suggest there is a 'best' way to do analysis, but rather, many possible ways.
Keywords: reusable learning objects; qualitative data analysis; learning theory; learning process; vicarious learning; creativity
References: Online Qualitative Data Analysis http://onlineqda.hud.ac.uk
Mayes, T. and de Freitas, S (2007) Learning and e-learning: the role of theory in Beetham, H and Sharpe R. (eds) *Rethinking Pedagogy in a Digital Age: Designing and Delivering e-learning*. London: Routledge.

OER1131b Short Paper (part of Symposium OER1131)
OER in the Social Sciences: Tacit models of resource creation.
Anna Gruszczynska, C-SAP, University of Birmingham
Conference Theme: Collaboration and communities
Abstract: From May 2009 to May 2010, the C-SAP HEA subject centre along with collaborators from eight UK universities was engaged in a JISC funded project to make available to other interested academics 360 credits worth of educational resources in the social sciences. Along with the collection, preparation and deposition of the materials, which naturally included a large amount of research methods materials, the project investigated the tacit understandings embedded in lecturers' selection and use of teaching materials. Lecturers may have particular students, settings or assessments in mind when they develop materials and the project sought to examine these so that resources may be made usefully open.

The project developed an online software Mapping Tool which required partners not only to deposit learning outcomes and aims but also to contribute appropriate keyword terms at the module level. This assisted depositors in organising and describing their materials in ways that would enhance usability and''findablity'. An evaluation was also carried out to examine the understandings and models held by the six partners in the project – social science lecturers at six different UK universities. The general aim was to establish partners' experiences of opening up their educational resources and to examine to what extent other academics could do the same with their material (with or without project support).

Most partners had a very straightforward model of the potential users of the resources and hence of what resources they might require. They saw other lecturers as the main user and commonly believed students would not be able to make much use of the material because of the need for context. Some, those mainly associated with the research methods materials, were much more positive about addressing student users. Not surprisingly, most partners also felt that course titles would be sufficient for users trying to find materials. Again, the research methods resource creators thought differently, in part because these resources contained materials specifically intended for direct student use. Nevertheless, the project identified problems in both finding materials in current repositories and in general dissemination and marketing.

OER1131c Short Paper (part of Symposium OER1131)
The Victoria Climbié Corpus Project.
Dawn Clark, University of Huddersfield and Graham Gibbs, University of Huddersfield
Conference Theme: Academic practice and digital scholarship
Abstract: This project, funded by HEFCE's Joint Information Systems Committee (JISC) as part of the Enriching Digital Resources programme has taken a large textual resource which was originally made available (and still is available via the National Archive) as part of the legal, public inquiry process and re-presented it in ways that make it useable in both research projects and in undergraduate and professional training. The data provide good examples and evidence of social work, health and other professional practice in the child

protection field. The project has coded and categorised the data from the Victoria Climbié public inquiry and made the data and coding available to users via the Internet. This consists of transcriptions of the 68 days of oral evidence which was made available to the project by the Department of Education and Skills and they have agreed to our making the data freely available to teachers, students and researchers on the Internet. There is testimony from 168 witnesses, which produced over 5,200, single-spaced, A4 pages of evidence (approx. 2 million words). This data set is too large to be used in undergraduate and postgraduate teaching and what the project did was create a mechanism for extracting thematic and limited subsets of the data that could be used in student project and class work. The web pages offer a means of identifying criteria for selection of subsets along with a series of exemplars of how this might be done and what learning activities might be undertaken with the data. The resource thus lies somewhere between a straightforward archived data set and a traditional OER. What was originally a legal and political record of events has now been transformed into a resource that can be used in teaching and training sessions. The coded data set has been used by researchers in the UK and USA and the launch event was attended by teachers from several UK universities as well as trainers from social work departments. (The project always envisaged that there would be scope for the resources use in professional development.) It has also been evaluated in use with students undertaking project work at Huddersfield. This paper will report on these evaluations and in particular the recognition that this kind of resource needs a very well-defined teacher input so that students are made aware of what they have learned on completion of the sessions based on its use.

OER1131d Short Paper (Part of Symposium OER1131)
Qualitative Innovations in CAQDAS (QUIC)
Christina Silver, University of Surrey and Graham Gibbs, University of Huddersfield
Conference Theme: Collaboration and communities
Abstract: This is a very highly focused project, funded by the ESRC as part of one of its Research Methods Nodes. It forms part of the activities of the longstanding CAQDAS (Computer Assisted Qualitative Data AnalysiS) Networking Project at the University of Surrey that has been assisting researchers and postgraduates in learning about the use of software in qualitative data analysis for over 15 years. One of the current project's aims is to make openly available, via its web site, a large number of textual, audio and video learning resources about how to use the software in analysis. Two things are distinctive. First the target users are postgraduate and other researchers. It covers topics that would not normally be addressed at undergraduate level. Second, it is very tightly focused on use by the learners themselves. Though teachers may use the materials in teaching postgraduates this is not the target group. Because of the nature of the target group, training resources can be much more specialist, detailed and complex. Users are usually very focused on specific learning needs, which they have already identified in their research work. In addition, most of the material is addressing the use of specialist software in specialist ways. The main foci for the learning resources are: i) mixed methods research, ii) geographic information systems data used in qualitative research, iii) dealing with visual data and iv) using digital video material. Despite being tightly focused, the project also has to position itself in respect of other closely related resource materials. This includes materials on general qualitative methods (as discussed in other papers in this symposium) and the companies who write the software used in the resources who have commonly produced their own learning materials. Most of these are also open educational resources. This paper will report on how the project has addressed these issues. This work is embedded in a long-standing project and awareness of its outputs is unlikely to be an issue. However, the specialized nature of the learning resources will mean that for many learners there will be an issue of determining what their research learning needs are and whether they can be addressed by the project resources. The paper will also report on how these issues have been addressed.

OER1131e Short Paper (Part of Symposium OER1131)
Discovering collections of social research methods Open Educational Resources
Isabelle Brent, C-SAP, University of Birmingham
Conference Theme: Collaboration and communities
Abstract: This paper will report on work so far on this JISC-funded project that started in September 2010. The project is concerned with issues of discovery, dissemination and quality appraisal in open educational resources in social research methods. In particular the project plans to use some Web 2.0 technologies to bring together automated methods of resource discovery along with people-based approaches to making judgments about appropriateness and quality.
There are two challenges here that the project will address. First is which of the Web 2.0 technologies are best suited to this kind of dissemination support – Wikis, Blogs, discussion boards, database interrogators, book marking systems etc? The project is examining and piloting various approaches and seeking to obtain feedback from potential users about suitable approaches. The second challenge is the issue of linking this material with the resources themselves found on different websites and inside repositories. Our key objective is a better informing of the process of using OER to support research methods teaching, and improving the discoverability of research methods resources. This paper will report on our early work using both expert focus groups and surveys to discover the major ways potential users find out about resources and make judgments about appropriateness and quality. It will also offer some preliminary results about appropriate technologies.

OER1137 Symposium   Friday 13 May 09.30 Breakout Room 6
The art of sustainable engagement with OERs
Chair: Tom Browne, University of Exeter
Conference Themes: OER strategy and sustainability
Intended audience: Academics, education managers, higher education professionals
Background & rationale: Sustainability of funded OER initiatives is a thorny issue and encompasses a number of understandings and approaches at a range of levels:
Sector wide – how OERs are placed within consideration of the Browne review of fees and the increased competition to attract students. **Strategic** – how institutional strategies normalise the embedding of OER into the course development process in order to engage with an expanded range of pedagogic approaches. **Disciplinary and interdisciplinary** – how academics explore the use of OERs to extend subject-based boundaries and synthesise new networks of knowledge. This symposium paper comprises two STEM-based projects and two arts-based projects. **Scholarly engagement** - Generating and sustaining on-line communities through OER who together engage in a process of enquiry into the field of knowledge and the processes of on-line dissemination of knowledge. **Dichotomies** - individual academic v. institutional perspectives and attitudes towards OER. The possibilities of addressing tensions and achieving alignment. **Technology** – aspects of longevity, reliability, networking, platforms, contrivance versus serendipity of digitally supported networking. **CPD** – how the development of OERs has

influenced the development of CPD, particularly with consideration of the UK Professional Standards Framework for teaching and supporting learning. An appreciation of new applications of pedagogic theory and issues of supporting and sustaining learners in on-line environments.

Main idea(s) to be explored: This symposium of papers will explore approaches from a number of institutions that have developed OERs through the HEFCE-funded and JISC/HEA-managed projects in both phase 1 (2009-2010) and phase 2 (2010-2011). University of Exeter, HEA Engineering Subject Centre, University of Arts London and University College Falmouth all developed OERs in the first JISC/HEA initiative and are continuing to do so under continuing funding. Having explored issues of sustainability in the first round, the second phase of development allows these institutions to comprehend and design sustainability at the outset, both at a micro level through considerations of platform and networks, but also at macro-level through institutional strategies and sector-wide networks. This symposium will share some of the challenges and resolutions around contested notions of sustainability.

How will discussion be facilitated? Discussion will be facilitated through the use of scenarios and exploration of oppositional views. For example, whether OERs may be viewed as a key marketing tool for institutions or as tools to expand the horizons of learning and research. A series of oppositional statements may be produced, arising from each project context, which will allow delegates to explore their own institutional and disciplinary contexts.

Keywords: sustainability; oer, cpd; interdisciplinary

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OER1137a Short Paper (Part of Symposium OER1137)
"I was a terrestrial being but now I'm a cyber-being": sustaining OER through course design
Caroline Cash & Christina Bunce, University College Falmouth
Conference Theme: OER strategy and sustainability

Abstract: In a post-Browne world, sustainability takes on an urgent priority for small, specialist arts institutions. OERs provide opportunity to raise the visibility of arts-based courses and to offer potential students an insight into the curriculum experience. There is, however, a tension between the traditional 'hands-on' experience of studio-based learning and the capabilities of on-line learning which results in some resistance to embedding an element of OER within courses offered at University College Falmouth (UCF).

This paper reports on a case study of working with the Department of Media to use the course design process to develop a series of CPD workshops supporting staff in creating OERs. The findings will, in particular, review understandings, perceptions and experiences of academics to IPR related to developing and repurposing OER. Through the JISC-funded Phase 2, OER, Open Materials for Accredited Courses, UCF is exploring how academics respond to elements of 'risk' in creating and repurposing resources for open access. Drawing on questionnaire analysis and workshop evaluation, this paper will explore how an awareness of IPR at an early stage of course design may reduce the time-consuming and angst-ridden experience of retrospectively requesting copyright permissions in order to make resources 'OER-able'.

It will explore the potential benefits of a renewed interest in the course design process, the ability to embrace new types of learners and the opportunity to explore multi-media and multi-modal pedagogies in creating and sharing reusable learning objects. It will also explore the challenges of creating communities of self-sustaining on-line practitioners and explore reasons why those that engage with OER modules may not take the opportunities offered to open their work to critical review by other course participants (an aspect crucial to studio-based learning). Drawing on interviews with workshop participants and some scenarios from Phase 1 projects, this paper will explore the lessons learned with regard to the design of process, content and pedagogy in order to raise fundamental understanding of OER at both individual and institutional levels and with consideration of sustaining communities of arts practitioners.

Keywords: arts; sustainability; communities; course design; OER

References: Di Savoia, A., (2009) *Creating OER for Art, Design, Media and performance students* OpenEd 2009 Vancouver

Wenger, E., (1998) *Communities of Practice, Learning, Meaning and Identity* Cambridge University Press

OER1137b Short Paper (Part of Symposium OER1137)
Is there a dichotomy between individual and institutional engagement with OER?
Tom Browne, University of Exeter
Conference Theme: OER strategy and sustainability

Abstract: The backdrop to this presentation is drawn from two HEFCE funded OER projects obtained by the University of Exeter. In Phase-1, it obtained a JISC-managed project to develop an institutional infrastructure for OER. It explored the motivations and challenges from a range of stakeholders. A firm conclusion was that getting existing materials into 'OER-shape' was neither scalable nor sustainable and a strong recommendation was that OER should be identified as an integral part of "scholarly endeavour". In the light of this the key approach to their Phase-2 HEA-managed project is to formally incorporate OER into accredited staff development programmes, i.e. building it into UK PSF accredited courses for early career academics. Such considerations are in alignment with the recommendations of the recent Browne review, but how will OER contribute to the University's mission as a leading research-intensive institution? How is sustainability evaluated as reflected in the negotiable terms 'cost' and 'value'. There is sometimes a dichotomy regarding how individuals and senior management perceive these terms, particularly in the light of recent economic drivers. This presentation will explore the dichotomy in Exeter's context and consider various ways in which they might be harmonized so that OER is identified both as a strategic and marketable investment for the institution and as an integral element of curriculum design and subsequent delivery.

Keywords: oer; uk psf; sustainability

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Tom Browne (2010). *Evaluating the benefits of OER: Matching individual and institutional objectives.* Presentation given at ALT-C, September, Nottingham 8/9/2010 http://www8.open.ac.uk/score/news/evaluating-benefits-oer-matching-individual-and-institutional-objectives

OER1137c Short Paper (Part of Symposium OER1137)
Giving it all away or making it together? An emerging political economy for sustainable OER engagement in Higher Education
John Casey, Hywell Davies, Chris Follows, Nancy Turner & Ed Webb-Ingall, University of the Arts London
Conference Theme: OER strategy and sustainability

Abstract: After several decades of neo-liberal discourse from policy elites proposing economic competition as the main organising principle for HE we are now being encouraged to produce and give away educational resources on the open market. There are many contradictions in this situation, especially in relation to institutional attitudes to Intellectual Property (IP). Rhetoric about the knowledge economy and the top-sliced funding of commercialisation and knowledge transfer units in HE have tended to encourage a closed and guarded attitude to sharing, in the belief that all IP is commercially valuable. Apart from specialist organisations, the sector has little experience of designing learning resources for others to use at a distance. There is also a growing realisation that teachers can find it hard to understand how to use other teachers resources. In addition, learning resources created by teachers have not been managed at an institutional level to any extent before.

How does involvement with OER fit with the continuing marketisation of HE, as evidenced by the transfer of funding for HE teaching costs from general taxation directly to student fees? The coalition government plainly hold the view that this mechanism will provide the 'invisible hand of the market' to guide the development (or contraction) of non-STEM subjects in HE. In this context can our OERs be more than just a marketing tool?

An important aspect of the UAL's ALTO project is to explore the sustainability of OER activities from a strategic and economic point of view. This paper will turn neo-liberal discourse back on itself in order to consider how institutions might treat OER engagement as a foundation to reinvigorate their core business activity – teaching. It will examine how OER creation can introduce and extend the collaborative learning design skills amongst staff needed to support greater flexible and blended learning opportunities for students. It will also consider how this may extend the range of study modes and options. This is a real challenge for traditional practice based subjects such as Art & Design, it is also likely to get noticed by senior management teams wanting to explore new market opportunities.

Keywords: oer; learning design; blended learning; flexible learning; neo-liberalism; political economy; intellectual property

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OER1137d Short Paper (Part of Symposium OER1137)
Web2.0 is the future of OER
Alex Fenlon, HEA Engineering Subject Centre, Loughborough University
Conference Theme: OER strategy and sustainability

Abstract: This paper will attempt to address a potential conflict between Institutional Repositories, Virtual Learning Environments, third party sites such as OpenLearn, and web2.0 solutions to hosting issues. Most institutions would like resources their academics produce hosted on their sites, driving traffic and hits to their analytics accounts. The problem is that such sites are often not designed for surfacing teaching and learning materials outside of the campus environment, while others are reliant on project funding with no guarantee of their availability in 12 months. Employing social media sites is the only way to ensure OERs are truly open and still available when funding is removed.

By utilizing large web2.0 hosting services academics can ensure their resources are available to a community of users as well as being fully surfaceable by the search engines. These sites often allow the embedding of content hosted on them into other websites, which would overcome the hits generation, proprietary issue mentioned above. Many allow users to create channels for their resources, with users branding their webspace to suit their requirements with little effort. Web2.0 sites are already on the radar of the majority of potential OER users, the learners at least. Traffic and hits have already been generated without the need to spend time and money developing new project sites. They represent ready-made dissemination vehicles spreading resources across the globe in an instant. All that is required is a quick Twitter post with a URL and away you go. But Web2.0 is not perfect by any means. It is outside of the control of the average user without Service Level Agreements (SLA) meaning if anything needs changing or amending it is impossible or very difficult to achieve. Many web2.0 sites are being purchased by venture capitalists raising the question mark over their future. However, with sites like Facebook spurning films about their creation this uncertainty seems a long way off. Developing a strategy that combines and optimizes the use of Web2.0 site will be the only way for the OER movement to sustain its current growth in a climate where funding is being reduced at alarming rates.

Keywords: ukoer; engsc; engscoer; ipr4ee; ll2012; web2.0; slideshare; sustainability; technical issues; funding; future

OER1138 Oral Presentation   Thursday 12 May 15.45 Breakout Room 4/4a
Developing the inclusive practitioner: How OERs can support the development of 'Professional Values' in HE.
Christine Hockings & Paul Brett, University of Wolverhampton
Conference Theme: Academic practice and digital scholarship

Abstract: Since the UK Professional Standards Framework for HE was introduced for use in accrediting programmes and individuals to the status of associate or fellow of the Higher Education Academy, there has been concern in the sector about the understanding and evidence for what are described 'Professional Values'. These values include 'respect for individual learners', 'commitment to encouraging widening

participation in HE', 'acknowledging diversity and promoting equality of opportunity', yet there is little evidence that PGCert programmes of academic development currently 'go beyond a superficial treatment of widening participation, equality, diversity and inclusive practice' (Hockings, 2010). In response to this concern, the sector has recently revised and clarified the professional values within the framework, and committed investment to aid their development through the creation of Open Educational Resources, to be freely available for the sector. In this paper, we discuss the ways in which one OER project, (Learning to Teach Inclusively), funded under the HEA/JISC OER OMAC scheme, has attempted to address the gap in the understanding and development of professional values. These OERs have been designed to promote the understanding and application of the principles of inclusive practice in HE (Hockings 2010), and include learning materials and activities to change practice in curriculum design, classroom pedagogy, assessment practice, and in institutional policy. They draw on a range of resources, including a wide range of video clips of authentic learning and teaching sessions. illustrative of inclusive approaches. In our presentation we will demonstrate some of the OERs and outline the ways in which individuals and programme providers might engage with them so as to embed these values in their own and others' practice. We will also illustrate the community of practice in inclusive learning and teaching, which has grown out of this project, and is leading to the development and sharing of further learning resources.

Keywords: inclusive practice; professional values; professional standards; video; academic development

References: Hockings, C. (2010) *Inclusive learning and teaching in higher education: a research synthesis*. York, Higher Education Academy. Available at: http://www.heacademy.ac.uk/evidencenet

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OER1139 Oral Presentation   Friday 13 May 10.00 Breakout Room 4/4a
Fostering collaboration and enhancement through community-building
Christopher Taylor & Terence McAndrew, UK Centre for Bioscience, University of Leeds
Conference Theme: Collaboration and communities

Abstract: The emergence of the Open Educational Resources (OER) movement and in particular Creative Commons licenses is causing a shift in how academics consider the production and use/reuse of learning and teaching resources. Efficient and effective production and enhancement of OER for further use is not likely to continue to happen in isolation. Recognising this, the Bioscience OER pilot project sought to promote and encourage collaboration amongst its ten geographically-disparate project partners through a combination of face-to-face and Web2.0 social tools, to create a community of practice based not around an institution but a common subject area. Additionally each partner was encouraged to extend the community through their own contacts to further promote take-up of OER. Associated learning technologists' central internal roles were also used to encourage further use of OERs department-wide.

The application of key Web2.0 applications including YahooPipes and Feed43 were important in underpinning the creation of a sense of community and context around sets of resources produced by each partner, by allowing us to automate a number of the project's features. Aggregation of blog postings using an embedded YahooPipe and redisplay of JorumOpen resources on our own web pages (through manipulation of custom RSS feeds using Feed43), with contextual information about the creator and the environment in which the resources had been designed for, enabled the project to further promote a sense of community. These outputs have also been provided to the overall bioscience community as RSS feeds, to maximise further community involvement. These systems will update automatically with each new blog post or new resource uploaded, allowing them to continually evolve with minimal administration overhead.

In addition Skype Video proved to be an invaluable tool for establishing and maintaining a collaborative atmosphere between the project team and its project partners, and then vitally between the project partners themselves, without direct Centre involvement. Supplying each partner with a headset and webcam, and offering training was key to its success, and a number of the partners have maintained contact following the completion of the project, and are now beginning to use and enhance each others' OERs.

Keywords: oer; collaboration; blogs; wikis; web2.0; repositories; academic communities; YahooPipes; Feed43; JorumOpen

References: *Bioscience OER Pilot project and OeRBITAL project* – www.bioscience.heacademy.ac.uk/resources/oer
McAndrew and Taylor (2010). *The Interactive Laboratory and Fieldwork Manual for the Biosciences – Final Report*. UK Centre for Bioscience Higher Education Academy Subject Centre. Available at http://tinyurl.com/biooerrep

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OER1140 Oral Presentation   Thursday 12 May 16.20 Breakout Room 4/4a
Why develop OER? Analysis of pedagogical imperatives for OER design and alignment with learners' needs.
Richard Windle, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), University of Nottingham
Heather Wharrad, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), University of Nottingham
Raquel Morales, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), University of Cambridge
Dawn Leeder, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), University of Cambridge
Claire Bradley, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), London Metropolitan University
Tom Boyle, Centre for Excellence in Teaching and Learning for Reusable Learning Objects (RLO-CETL), London Metropolitan University
Conference Theme: Academic practice and digital scholarship

Abstract: Large scale OER engagement brings opportunities, but also challenges. One of these is the extent to which academics are equipped to design and develop for OER and the quality of the resulting resources. Here we have analysed 130 multimedia OERs created over a two-year period and their evaluation with 2,250 learners across three HE institutions to address these questions. Analysis of the multimedia OER created revealed a number of distinct pedagogical patterns (Windle et al, 2007). Tutors expressed four key pedagogical imperatives for the development of OER: 1) Tutors discussed how they had used specific aspects of their designs, such as the level of granularity or active engagement to support the development of understanding in a particular subject area. There were differences in the level of understanding that tutors wished to support, with some aiming at knowledge-development and others at application. The latter resources tended to be more interactive and more highly contextualised. Despite these differences, over 90% of learners evaluated the design of the OERs as appropriate to their needs. 2) Many tutors developed OER to provide an enhanced means of subject delivery. This was particularly true of resources designed to support visual learning. There was clear agreement between tutors and learners as to the importance of such aspects within given subject areas. 3) Students rated the learner's control of their learning as the most important benefit of the OER resources created, and this was also a key pedagogical driver for many of the tutors involved - "the ultimate aim is to equip learners with independent learning skills" Tutor's comment. 4) Tutors also suggested that they had developed OER to support tutors by aiding the delivery of difficult subjects, ensuring parity

of delivery or improving the use of contact time. There was a clear understanding by tutors that such OER needed to be fully integrated into courses. This was paralleled in student evaluations.

These results suggest that tutors are able to create OER that are highly aligned with expressed pedagogical intentions and learner's needs across a range of cognitive levels.

Keywords: oer; pedagogy; evaluation; design; learning objects

References: Windle, R., H. Wharrad, D. Leeder, and R. Morales. 2007. *Analysis of the Pedagogical Attributes of Learning Objects in an attempt to identify Reusable Designs*. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp.2676-2685), ed. C. Montgomerie, and J. Seale. Chesapeake, VA: AACE.

OER1141 Oral Presentation   Wednesday 11 May 16.20 Cockcroft Theatre

Is open education between the Cathedral and the Bazaar?: the promise and pitfalls of borrowing models and metaphors for the OER community.

R. John Robertson, University of Strathclyde, Phil Barker, Heriot Watt University, Lorna Campbell, University of Strathclyde, Li Yuan, University of Bolton

Conference Theme: OER strategy and sustainability

Abstract: OER initiatives and Open Education have the potential to have a dramatic impact on formal education and lifelong learning but there is as yet no dominant model to sustain their release and, given the diversity of educational needs, opportunities, and institutions, it is unlikely there will be one model that meets all the sector's requirements. There are, however, an abundance of metaphors and models of community from other contexts surrounding OER and Open Education – some of which inspire seemingly unquestioning adherence while others appear to have become clichéd already. We propose to examine a number of models and metaphors that have been suggested as appropriate for the OER community, briefly illustrate their use, and provide an initial assessment of their respective strengths and weaknesses. As the list of examples below indicates there is a great deal of confusion around the use of models and metaphors. It is often not clear if a particular model is intended to offer an business case or simply an analogy. Metaphors are mixed and illustrations become the basis for business cases.

The models and metaphors we will consider include:

The Music Industry, Open Source Software Development, Open Access Initiatives, The Shop Window, The Free Market, The Commune, The Charity, The Lifetime Members' Plan, The Cute Kitten, The Reformation

Our aim in this presentation is not to try to create or offer a meta-model but to promote a more critical engagement with these metaphors and models of community and organization and to suggest some of the unintended consequences inherent in these models, which need to be considered and addressed. It may also be possible to identify some common features that fit well with OER initiatives and some features which seem to either be spurious or have hidden pitfalls.

Keywords: communities; models; oer

References: Examples of the use of some of these metaphors include:

http://halfanhour.blogspot.com/2010/10/open-education-and-market-forces.html

http://joss.blogs.lincoln.ac.uk/2010/10/29/the-relationships-between-technology-and-open-education-in-the-development-of-a-resilient-higher-education/

http://www.medev.ac.uk/ourwork/oer/use_scenarios/

http://www.jisc.ac.uk/whatwedo/topics/opentechnologies/openaccess/businesscase.aspx

http://blogs.nottingham.ac.uk/learningtechnology/2010/11/29/out-of-love-for-the-truth-and-the-desire-to-bring-it-to-light-guest-blog/

http://edtechfrontier.com/2010/10/26/foundation-funded-oer-vs-tax-payer-funded-oer-a-tale-of-two-mandates/

http://blogs.cetis.ac.uk/lmc/2010/11/15/education-institutions-the-music-industry-and-the-church/

OER1142 Oral Presentation   Wednesday 11 May 13.30 Cockcroft Theatre

Developing patterns in technical approaches for Open Educational Resources

R. John Robertson, University of Strathclyde, Phil Barker, Heriot Watt University, Lorna Campbell, University of Strathclyde, Li Yuan, University of Bolton

Conference Theme: OER strategy and sustainability

Abstract: Weller (2009) sets out a number of discernable models of OER initiatives - these primarily being 'Big OER' and 'Little OER' which characterize big grant-funded institutional branded OER initiatives and uncoordinated low-cost sharing of OER by individual academics. However, he also considers there to be the possibility of a middle ground (and others have argued, in response to his original typology, that much of the JISC and HE Academy work in this area, is an example of such middle ground. The strategic effectiveness or long term sustainability of big, little, or middle OER is as yet unproven. Drawing on our work supporting the two phases of the JISC / HE Academy Open Educational Resources programme (http://www.jisc.ac.uk/oer) and our knowledge of the global OER community our presentation (and paper) will summarise the technical choices made by OER projects in phase 2 of the programme, note any differences in technical approach which have emerged between the two phases, and consider what can currently be known about the effectiveness and sustainability of UKOER's technical choices in the context of the technical choices made by big and little OER initiatives globally.

By analyzing the above summary, the authors will seek to investigate Weller's Big, Middle, and Little spectrum from a technical perspective. Although technical approaches are a minor part of Weller's analysis, this presentation affords an opportunity to investigate if the spectrum applies to technical choices and indeed if, from a technical point of view, UKOER does represent a middle ground which is able to balance impact and sustainability.

Such a summary, discussion, and analysis of big and little OER also presents the opportunity to reflect on the tensions we noted and developed in our presentation last year, "Resource description, discovery and metadata for Open Educational Resources" - in particular the implications of: rich vs thin metadata, rss-based dissemination vs oai-pmh-based dissemination, and specialist vs generic standards.

Keywords: metadata; resource description; repositories; ukoer; oer

References: Robertson, R. J., Campbell, L. M., Barker, P., Yuan, L. and MacNeill, S., (2010), One Standard to rule them all?: Descriptive Choices for Open Education, *OCWC Global 2010*, Hanoi, 5th-7th May 2010.

Robertson, R. J., Barker, P. and Campbell, L (2010) Resource description, discovery, and metadata for Open Educational Resources *Open Educational Resources 2010*, Cambridge, 22nd-24th March 2010.
Martin Weller (2009) *Big OER and Little OER* Available at: http://nogoodreason.typepad.co.uk/no_good_reason/2009/12/the-politics-of-oer.html

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OER1143 Oral Presentation   Wednesday 11 May 14.00 Cockcroft Theatre

Transformational processes: unraveling OERs through strategic interventions

Vicki McGarvey & Anna Armstrong, Centre for Academic Development and Quality, Nottingham Trent University

Conference Theme: OER strategy and sustainability

Abstract: The recent Horizon Report (The New Media Consortium and Educause Learning Initiative, 2010 p. 13) states that open content "is rapidly driving change in both the materials we use and the process of education". In these economically challenging times higher education institutions are beginning to consider processes that can help to develop more efficient learning and teaching practices, in particular encouraging the use of OERs to cut the cost of content development (OECD, 2007), whilst still enhancing the learner experience. In addition, projects such as, Leeds Metropolitan University's Unicycle Project (Thompson 2010), have helped the educational community to identify the transformational (Sclater, 2009) potential of using OERs.

In 2010 Nottingham Trent University (NTU) revised its 'Copyright and Educational Resources Policy" to allow staff to attach a Creative Commons license to their educational resources. The University's "Learning and Teaching Enhancement Strategy 2010-14", also, acknowledges how students can benefit from the integration of open content within the curriculum.   Within a theoretical transformational context (Sclater, 2009) this presentation will examine NTU's strategic motivations for encouraging staff to use, reuse and create OERs within their own practice. This will include a detailed overview of the policy changes together with the institutional interventions (Conole et al., 2007) implemented to persuade staff to engage with this strategic approach. The institutional interventions will be illustrated by training and support initiatives to encourage staff use of OERs within learning and teaching that have been facilitated centrally by support services and within Schools by Learning and Teaching Coordinators. The session will conclude with a reflection on the success of these institutional interventions with respect to supporting the University's strategic approach to encouraging staff use and development of OERs.

Keywords: oers; learning and teaching strategy; efficacy; transformational teaching practices; e-learning; online learning

References: Conole, G., White, S. and Oliver, M. (2007) The impact of E-Learning on Organisational Roles and Structures, Connole, G. and Oliver, M. (eds.) *Contemporary perspectives in e-learning research*. Abingdon: Routledge: 69-81

OECD (2007) *Giving knowledge for free the emergence of open educational resources* Available at:
http://www.oecd.org/dataoecd/35/7/38654317.pdf last accessed 25th November 2010

Sclater, Niall (2009). The organisational impact of open educational resources. In: Ehlers, Ulf-Daniel and Schneckenberg, Dirk eds. *Changing Cultures in Higher Education: Moving Ahead to Future Learning.* Berlin / London: Springer. Available at:
http://oro.open.ac.uk/18765/2/BC228F30.pdf last accessed 29th November 2010

Thomson, S. (2010) *A staff guide to open educational resources*. Leeds Metropolitan University. Available at:
http://open.jorum.ac.uk/xmlui/bitstream/handle/123456789/5819/OEResourceGuide_HiRes.pdf last accessed 25th November 2010

The New Media Consortium and Educause Learning Initiative (2010) *Horizon Report* Available at: http://wp.nmc.org/horizon2010/ last accessed 29th November 2010

OER1144 Demonstration   Thursday 12 May 15.45 Cockcroft Theatre

Creative Cosmos: film, creativity and derivative works

Tita Beaven & Anna Comas-Quinn, The Open University

Conference Theme: Collaboration and communities

Intended audience: Producers of OER, teachers who use OER, colleagues with backgrounds in the Arts and Humanities, creative industries, or language teaching.

Abstract: In this demo we will introduce you to a new resource, El Cosmonauta / The cosmonaut, an innovative film project that uses openness, Creative Commons licenses and crowd funding as its core principles. El Cosmonauta has been called 'the most stimulating Spanish film project of the moment' (El País), and is said to mark "the start of a new era" (TVE, Spanish TV channel); its aim, quite simply, is to change everything and turn the film industry on its head.

El Cosmonauta has made all the work of the project, such as the teaser trailer and the different drafts of the script, available for comment and reuse under Creative Commons licenses, and actively encourages others to remix it into derivative works. As the shooting progresses, they will also make the film available under Creative Commons. We will look at the way in which the community has engaged with two competitions run by El Cosmonauta to encourage creative reuse, and the lessons we can learn in the context of the OER project.

We will also look at ways in which the community is central to this project, be it via El Cosmonauta's inclusive use of social media or its crowd funding initiative, which has made thousands of people (including us!) co-producers of the film, and active contributors to the social networks used in the project (including twitter, facebook, vimeo and youtube).

Finally, we will look at collaboration in the context of how this innovative film project has had an impact on our own OER work. As part of our involvement in El Cosmonauta project, we have worked with our community of language teachers in our own repository of language teaching OER to reuse their materials and create new language teaching resources from them, giving a different life to these inspiring assets.

Keywords: film; creativity; reuse; repurpose; OER; derivative works

References: *The Cosmonaut* http://www.thecosmonaut.org/

OER1145 Oral Presentation   Wednesday 11 May 15.45 Breakout Room 4/4a

Bringing together open resources for fieldwork education

Pauline Kneale, Alison Stokes, Yolande Knight & Mike Sander, The GEES Subject Centre, University of Plymouth

Conference Theme: Collaboration and communities

Abstract: This session will explore the Open Fieldwork (OF) Project. This project is funded under Grant 06/10: Higher Education Academy / JISC open educational resources programme phase 2, strand C(i) – "collections of OER based around a thematic area".

Fieldwork is central to the culture, practices and pedagogy of the GEES disciplines, where it has a key role in learning through compulsory and optional modules 1, 2, 3. It is also essential to many other disciplines, including biosciences, built environment, religious studies and the social sciences, such as anthropology. It can be defined, in the context of student learning, as "any arena or zone within a subject where supervised learning can take place via first-hand experience, outside the constraints of the four-walls classroom setting3." It provides staff and students with hands-on, experiential learning at national and international locations.

In the GEES disciplines there is a well established community of practice for fieldwork education. The community and its materials offer an excellent foundation for the Open Fieldwork Project which is establishing a collection of open fieldwork education resources and providing sustainable practices for continued activity in the future. We will discuss the issues with the identification, discovery and selection of open resources for fieldwork support. This is crucial to help inform future engagement with the wider community in sharing and reuse of resources for HE fieldwork education.

Keywords: oer; fieldwork; thematic; collections; geography, earth and environmental sciences; ukoer; ofoer

References: 1. Jenkins, A. 1997 Teaching More Students: Fieldwork with more students. Oxford Centre for Staff and Learning Development: Oxford Brookes University, Oxford

2. Quality Assurance Agency for Higher Education, 2000 Subject Benchmarking Statement for Earth Science, Environmental Science and Environmental Studies. Gloucester. http://www.qaa.ac.uk/benchmark/earth.pdf

3. Lonergan N. and Andresen L.W. 1988 Field-based education: some theoretical considerations. Higher Education Research and Development, 7, 63-77

OER1146 Demonstration   Wednesday 11 May 12.00 Cockcroft Theatre
How does Jorum support "open scholars"?
Nicola Siminson, Jorum, University of Manchester
Conference Theme: Academic practice and digital scholarship
Intended audience: Anyone interested in Open Educational Resources (OER)

Abstract: Burton (2009) defines an open scholar as "someone who makes their intellectual projects and processes digitally visible and who invites and encourages ongoing criticism of their work and secondary uses of any or all parts of it […]". Anderson (2009) states that open scholars use and contribute Open Educational Resources (OER), and Jukes (2010) likens participation in the OER movement to digital scholarship. But how does this apply to mainstream academics? Anderson comments: "It's becoming to me as [if] you are almost a negligent academic if you don't go out and look for the OER before you start developing things".

Jorum provides a collection of OER which are licensed under Creative Commons and freely available for download and reuse. A JISC-funded national repository for learning and teaching resources, Jorum has been adding to the range of resources which can support open scholars, and will include the outputs being developed as part of the HE Academy / JISC funded UKOER Phase 2 projects. By hosting and pointing to thousands of OER, created and shared by UK academics, Jorum is a trusted source of materials which can save teachers time, supply them with ideas and inspiration, and enhance learning and teaching. Resources in Jorum are exposed to search engines like Google, enhancing rankings, visibility and discoverability by academics and learners alike. But whilst Jorum is having a growing impact on the amount of resources available for sharing, a key challenge is discovering the impact of these resources for both teachers and students.

This evidence-based demonstration will showcase academic users of Jorum via a series of video clips, and update participants on Jorum since the "Made for sharing" symposium at OER10, including: creation of widgets, peer review of resources, collaboration with others, progress with the Jorum roadmap.

In the current economic climate, the need to improve the student experience through new curriculum ideas and more cost effective delivery models is a compelling reason for academics to explore OER. Jorum's challenge is to reach more academics, and to support them in becoming open scholars.

Keywords: jorum; jorumopen; oer; open; digital; scholars; scholarship; academics; academic practice; teachers; learners; students; resources; learning; teaching; ukoer programme; jisc; he academy; creative commons; roadmap; widgets; peer review

References: Anderson, T. (2009) ALT-C 2009 Keynote speech, *blip.tv*.
Available at: http://alt-c.blip.tv/file/2613543/ (Accessed: 30 November 2010).
Burton, G. (2009) The Open Scholar, *Academic Evolution blog*, 11 August. Available at: http://www.academicevolution.com/2009/08/the-open-scholar.html (Accessed: 30 November 2010).
Jukes, M. (2010) OUJISCO – Digital Scholarship at the OU, *JISC Information Environment Team blog*, 11 March. Available at: http://infteam.jiscinvolve.org/wp/2010/03/11/oujisco-digital-scholarship-at-the-ou/ (Accessed: 30 November 2010).

OER1147 Demonstration   Wednesday 11 May 11.30 Cockcroft Theatre
MIT Core Concepts Catalog
Jeff Merriman, Massachusetts Institute of Technology
Conference Theme: Academic practice and digital scholarship
Intended audience: Educational technologists, pedagogical designers, etc.

Abstract: This presentation will introduce the MIT Core Concepts Catalog proof-of-concept project, aimed at exploring and facilitating academic re-use of Open Education Resources (OER), including content in MIT's own Open Course Ware and other openly available resources. This project shifts the perspective from content to core curricular concepts, and "learning objectives" as defined by MIT faculty, and initially focused on a handful of relatively inter-related domains, including Physics, Mathematics and Mechanical Engineering. The approach relies on independent management of user-defined conceptual models and relating these to existing content sources.

Tools developed through this project are designed help us to answer questions like "How can OCW content be more effectively used by MIT faculty for instruction?" The ultimate goal is the ability for a teacher or learner to perform searches and/or browse content based on the criteria of curricular concepts for a particular subject or field of study. From a teacher's perspective it facilitates the re-use of cross-disciplinary content in the preparation of course materials. For students it allows for more efficient navigation of the vast and growing global collection of OER content to help augment understanding.

The Core Concepts Catalog architectural approach anticipates future needs beyond the immediate scope of this project:

Content that is stored and managed in multiple places and supplied by multiple providers, at MIT and elsewhere, must be supported by the system.

Multiple providers may also manage core Concepts and Learning Objectives data in multiple places.

Programmatic access to concept data is as important as programmatic access to content in fostering the independent development of new applications that leverage common concept management infrastructures.

The service model for conceptual data should allow for mappings to multiple curricular elements, such as assessments, classroom response systems, or student performance tracking systems, etc.

Initially the Core Concepts Catalog will support and inform a small number of proof-of-concept applications, including web-based applications and client-based ones (including Tufts Visual Understanding Environment (VUE) and a new concept/content tool currently being developed at MIT for iOS/iPad) some or all of which will be demonstrated as part of this presentation.

Keywords: open course ware; concept maps; learning objectives

References: Information on the VUE tool which will be one of the tools demonstrated can be found at http://vue.tufts.edu/

OER1148 Oral Presentation   Wednesday 11 May 16.50 Cockcroft Theatre

Mapping the OER world

Patrick McAndrew, Tina Wilson & Karen Cropper, Institute of Educational Technology, The Open University

Cathy Casserly, Carnegie Foundation

Conference Theme: OER strategy and sustainability

Abstract: Initiatives to support Open Educational Resources (OER) have been operating for over 10 years and yet the result of these interventions is still questioned. In this presentation we will look at the way in which we might expect to have achieved an impact across different levels: the individual, the discipline, the organization and at government level. The discussion will focus on the ways in which that impact can be observed in terms of policy, design, infrastructure and social models (McAndrew & Cropper, 2010). Use and re-use will be considered, however the focal point will be the cultural changes that are essential for effect strategy and to sustain OER. Some of the required changes are incremental and evolutionary but OER also offers the scope for high impact radical change that may offer the only answer to some of the demands of expansion and efficiency now being asked of the education sector (McAndrew, Scanlon & Clow, 2010).

The data used to support the argument that we make will include direct institutional experience, research across OER providers and users and a report-based analysis of the experience of over 100 funded projects. We will also describe work on connecting these observations with other views of the OER world to provide a mapping of the opportunities and initiatives as part of a series of consultations and workshops. These are developing towards an understanding of the OER area expressed through analytical mapping of the data, shared through the Cohere collective intelligence tool (Buckingham Shum, 2008). However there remains an important human element in researching and presenting the results of this work and selecting the type of map that communicates information so that it helps promote the options and allows those involved to position their own contribution. The community element in developing these maps will also be explored to allow those participating in this conference to contribute to the collective intelligence needed to refine the maps and make them valuable.

Keywords: mapping; analysis; sustainability

References: Buckingham Shum, S. (2008) "Cohere: Towards Web 2.0 Argumentation," in *Computational Models of Argument: Proceedings of COMMA* 2008, Ph. Besnard et al., eds. pp. 97–108. Amsterdam: IOS Press.

McAndrew, P., Scanlon, E. and Clow, D.(2010). *An Open Future for Higher Education.* EDUCAUSE Quarterly, 33(1). http://oro.open.ac.uk/21894/

McAndrew, Patrick and Cropper, Karen (2010). Open Learning Network: the evidence of OER impact. In: *Open Ed 2010: The Seventh Annual Open Education Conference*, 2-4 November 2010, Barcelona, Spain. http://oro.open.ac.uk/23824/

OER1149 Oral Presentation   Thursday 12 May 16.20 Breakout Room 6

Integrating pedagogies and technologies that support individual learning and group knowledge building

Marlene Scardamalia, University of Toronto, Candace Thille, and John Rinderle, Carnegie Mellon University

Conference Theme: Collaboration and communities

Abstract: The goal of this OLnet project is to integrate pedagogies and technologies that support individual learning and group knowledge building. The Open Learning Initiative (OLI) at Carnegie Mellon University provides open access to courses that are the complete "enactment of instruction". OLI courses are designed to support an individual learner, who may not have the benefit of an instructor, to learn a subject at the introductory college level. A learner in an OLI course works independently, supported by frequent opportunities for practice and guided by targeted hints and feedback. In this project, we are layering OLI courses with an open discourse environment, Knowledge Forum (KF) developed at the University of Toronto, to encourage collaborative knowledge building. Knowledge building calls for community discourse to advance knowledge on shared problems of understanding. With KF, learners interact within a shared social space using tools designed to help structure and organize their ideas.

Learners in the blended OLI/KF environment will be encouraged to raise questions, share ideas, and engage in collaborative problem solving in KF as they progress through the OLI course. They will use the OLI course as an authoritative source in the shared discourse and observe how ideas in the discourse connect to instruction in the OLI materials. Learners will collaborate in virtual cohort groups to modify and extend each other's ideas, creating public knowledge thereby transforming and extending the OER and building a community of support. We will collect real-time, interaction level data of all student use in the combined OLI/KF environment. We will examine and relate data from the frequent assessment opportunities in the OLI course with the semantic space and social network connections formed by the knowledge building discourse. We will explore ways these data can be used to provide feedback to students, instructors, and course designers to influence student achievement of desired learning outcomes. In the presentation, we will show the combined OLI/KF environment and discuss the research questions we are exploring such as if learning is enhanced for a few students, do their contributions to the collaborative space enhance the work of the group; how can we assess growth and spread of ideas; can we keep ideas alive and improving in a worldwide open community?

Keywords: oli; open educational resource; knowledge building; community discourse; group learning; use driven design

References: Atkins, D., Brown, J. S., & Hammond, L. (2007). *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities*.

Retrieved from http://www.oerderves.org/wp-content/uploads/2007/03/a-review-of-the-open-educational-resources-oer-movement_final.pdf

Bajzek, D., Brooks, J., Jerome, W., Lovett, M., Rinderle, J., Rule, G. & Thille, C. (2008). *Assessment and Instruction: Two Sides of the Same Coin.* Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008, Chesapeake, VA: AACE.

Barab, S., & Squire, K. (2004). *Design-based research: Putting a stake in the ground.* Journal of the Learning Sciences, 13(1), 1-14.

Burtis, J. (1998). *Analytic Toolkit for Knowledge Forum.* Centre for Applied Cognitive Science, The Ontario Institute for Studies in Education/University of Toronto.

Jerome, W., Rinderle, J. & Bajzek, D. (2008). *Tools for Constructing Targeted Feedback in Online Instruction.* Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008, Chesapeake, VA: AACE.

Lovett, M., Meyer, O., & Thille, C. (2008). *The Open Learning Initiative: Measuring the Effectiveness of the OLI Statistics Course in Accelerating Student Learning.* Journal of Interactive Media in Education, 2008(1).

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OER1150 Oral Presentation   Wednesday 11 May 15.15 Breakout Room 4/4a

2012 Olympics and Paralympics: Learning Legacies

Rob Pearce & Alex Fenlon, HE Academy Engineering Subject Centre, University of Loughborough

John Buswell, HLST Subject Centre, Oxford Brookes University

Conference Theme: Collaboration and communities

Abstract: The aim of the project is to identify, develop as necessary, make accessible and promote resources which can support higher education programmes in engaging students in learning through opportunities afforded by the Olympic and Paralympic Games and their legacy.

There are two distinctive features of the project:

First, it is drawing on the benefits of collaborative arrangements with a number of Universities and other bodies to develop the suitability and accessibility of resources for use in teaching and learning in higher education. The Olympics Special Interest Group set up by the HLST Subject Centre has provided sixty case studies and discussion starters for use and re-use. Routledge, as a leading academic publisher internationally, has a well-established portfolio related to the Olympics, and sport in general, and has agreed to make freely available previously privately owned resources.

Second, it is contributing to an iterative process between research and enquiry into the Olympics and the case studies and other resources which it both generates and responds to. Podium, the body charged with promoting the Olympics and Paralympics to FE and HE, is liaising with the IOC, LOCOG and ODA to release a range of original reports and other documents relating to the planning of the Games to provide material for research and for use in teaching and learning.

Furthermore, a resource pack being developed by the project will offer a Guide to Researching the Olympics and will underpin the work of the project in harnessing the rapidly growing interest in the Olympics and Paralympics and its scope for engaging students and teachers alike across the range of HLST subjects to develop a community of practice.

The essence of the project is to bring the scope of the Olympics and Paralympics for teaching and learning in higher education to the attention of as many teachers and students in the HLST subject, and other subjects, through the dissemination work of the project and through the ease of access created by their Creative Commons licenses and clear metadata. The project will release resources in repositories such as Jorum and RADAR (the Oxford Brookes institutional repository), but will also make use of web 2.0 technology for dissemination with teachers and students (the project is engaging with them through both Twitter and Facebook) and links to websites such as the British Library and Routledge who are both developing Sports-related sites.

Keywords: olympics and paralympics; collaboration; community of practice

References: *HLST Olympics Special Interest Group (SIG)* http://www.heacademy.ac.uk/hlst/ourwork/olympics_sig

Resource Guide to the Olympic Games http://www.heacademy.ac.uk/assets/hlst/documents/resource_guides/olympics.pdf

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OER1151 Oral Presentation   Thursday 12 May 10.55 Breakout Room 4/4a

Are students OER aware?

Debora Barnes, University of Central Lancashire

Conference Theme: Academic practice and digital scholarship

Abstract: Open Educational Resources (OERs) have been proven in some cases to offer savings of time and money in curriculum

development and they have also been shown that they can benefit the student's experience in education (EVOLUTION evaluation report 2010:10). An advantage of using OERs which was highlighted in the Unicycle OER report is as follows:

There are *'efficiency benefits by sharing OER resources so academic staff spend less time "making" materials'.* (UNICYCLE 2010).

The Open University claim that they gained an extra 7000 students as a result of their OER project and UNESCO have been sharing for years that releasing OERs via the internet increases the student experience and therefore course take up (Stannard 2010). However the wealth of tangible resources and the evidence that highlights the benefits of OERs is too slowly reaching the people that matter – the 'learning' student. Rich repositories like Jorum and MIT are widely used by academics and learning facilitators but as independent learners, students need the skills to search the thousands of good quality resources available in OER repositories. This paper will propose that the student end-user needs to be informed about and shown this vast ocean of good quality, specific and supportive educational materials. This could be achieved by embedding it into a study skills module in the first year of study and additionally OERs should also be embedded into module design. This paper will propose that this new skill and uptake of OERs in module construction will help increase the student experience and satisfaction; and could contribute to the rationalising of higher student fees to potential students. Students at three or more different Universities will be surveyed about their awareness and opinions of OERs and the results will be published.

Keywords: oer; students; awareness; sustainability; academic practice; student experience; learning

References: EVOLUTION Project (2010) *EVOLUTION Evaluation Report*, JISC, last accessed 29/11/2010 at
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OER1152 Oral Presentation   Thursday 12 May 10.25 Cockcroft Theatre
Transforming OpenCourseWare into Open Courseware
Brandon Muramatsu, Massachusetts Institute of Technology
Conference Theme: Academic practice and digital scholarship
Abstract: In 2001, the Massachusetts Institute of Technology (MIT) announced OpenCourseWare, as free and open publication of the course materials for nearly all of MIT's courses. MIT OpenCourseWare has served as an important catalyst in the open educational resources (OER) movement, and has provided the model for over 150 universities and educational organizations to openly publish over 13,000 courses and associated course materials. The majority of these courses follow the original model of collecting course materials and then publishing them openly. Course materials are arranged as they would be in a typical course, according to a syllabus with readings and lectures, and in some cases having associated video lectures and interactive exercises. These courses are thus "snapshots" of a course at a particular point in time, with the materials used by the faculty in the course. This model of publishing courses has served to showcase the courses at OpenCourseWares around the world, and has been used by faculty to see what their peers are doing and to improve their own courses. It has been used by students to sample the courses at their universities, and by independent learners to "study" by reviewing OpenCourseWare course materials.

As we enter the second decade of these open course materials, interest is growing in alternate models that include much more of the support necessary for independent learners and that can be used directly as courses at colleges and universities. This "open courseware" builds upon the lessons learned in openly publishing course materials through OpenCourseWares, as well as the opportunities raised by the confluence of the growing interest in open educational resources (OERs) coupled with declining university budgets. Through Project Greenfield we aim to build upon selected course materials published by MIT OpenCourseWare and transform them into "full courses" including support for formative assessment, the addition of existing, illustrative and interactive OERs. After "remixing" these courses, Project Greenfield intends to make these "full courses" available for import directly into common learning management systems/virtual learning environments. This presentation will describe the progress to date in creating "open courseware" developed through Project Greenfield.

Keywords: opencourseware; project greenfield

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OER1153 Demonstration   Thursday 12 May 15.45 Cockcroft Theatre
Sharing Practices and Experiences on the Authoring and Adaptation of Open Educational Resources
Alexander Mikroyannidis, Alexandra Okada & Teresa Connolly, Knowledge Media Institute, The Open University
Conference Theme: Collaboration and communities
Intended audience: Content providers and brokers, educators, collaborators and social learners or anyone developing or using open learning resources
Abstract: OpenScout (Skill based scouting of open user-generated and community-improved content for management education and training - www.openscout.net) is a European project, aiming to provide an education service on the web that enables users to easily find, access, use and exchange Open Educational Resources (OER) for management education and training. In the context of OpenScout, our work is focused on enabling and supporting users in localising, adapting and improving existing materials. As a result, a significant outcome of the OpenScout service portfolio is a set of tools for the authoring and adaptation of OER, as well as the establishment of an infrastructure allowing stakeholders to share their practices and experiences.

This demonstration will present the OpenScout tool library, an open online environment for sharing OER adaptation practices and experiences. The OpenScout tool library has been envisioned as an ecosystem of people, stories, and resources. The purpose of this ecosystem is to bring together people who are developing or using learning resources and provide them with the ability to share their stories and resources. These people come from diverse backgrounds and are involved in various stages of the lifecycle of learning resources. They belong to four major stakeholder clusters: content providers and brokers, educators, collaborators, and social learners. Their stories include completed or running case studies and learning scenarios, their experiences with learning resources, as well as their future expectations from them. Finally the learning resources involved are either learning tools or content, mainly OER.

The current version of the tool library is available online at http://openscout.kmi.open.ac.uk/tool-library. It allows users to create accounts, connect with other users, create a personalised environment, work with widgets, share stories and resources, as well as create and join groups. The groups of the tool library enable people with common interests, backgrounds, and purposes in reusing and adapting learning material, to share tools and other resources, as well as engage into discussions and collaborative tasks.

Keywords: open educational resources; stakeholder clusters; authoring; adapting; sharing

References: Niemann, K., Schwertel, U., Mikroyannidis, A., Fisichella, M., Friedrich, M., Dicerto, M., Holtkamp, P., Kalz, M., Kawase, R., Parodi, E., Pawlowski, J., Pirkkalainen, H., Pitsilis, V., Vidalis, A., Wolpers, M. & Zimmermann, V. (2010) *Skill-based Scouting of Open Management Content*. Fifth European Conference on Technology Enhanced Learning (EC-TEL). Barcelona, Spain http://dx.doi.org/doi:10.1007/978-3-642-16020-2, Springer LNCS, 632-637.

Mikroyannidis, A., Okada, A., Scott, P., Pirkkalainen, H., Holtkamp, P., Pawlowski, J., Parodi, E., Schwertel, U., Kalz, M., Stefanov, K., Rodrigo, C. & Loureiro-Koechlin, C. (2010) D3.2.1 *Initial Version of the Tool Library*. OpenScout project deliverable. http://www.openscout.net/phocadownload/d3-2-1-openscout-tool-library.pdf

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OER1154 Oral Presentation   Wednesday 11 May 15.15 Cockcroft Theatre

Developing workflow models for the creation of sustainable Open Educational Resources

Gabi Witthaus, University of Leicester, Julian Prior, University of Bath, Sam O'Neill, University of Derby, Alejandro Armellini, University of Leicester

Conference Theme: OER strategy and sustainability

Abstract: In this presentation, we discuss issues involved in the development of workflow models for the creation of sustainable OERs, with reference to a case study of a JISC- and HEA-funded project called OSTRICH. We define sustainability not just in terms of cost, but more broadly in terms of how OERs might 'meet provider objectives for scale, quality, production cost, margins and return on investment' (Downes, 2007: 33); in other words, the ability and desire of both the funders and the providing institutions to continue supporting the release and updating of OERs. Since many of the OER projects in the UK are driven by government funding, the emphasis in national strategy on encouraging the development of OERs for the promotion of UK Higher Education will be outlined, and implications of the potential conflict between conceiving of OERs as both marketing tools and learning materials will be considered. OER project teams are both informed and constrained by the perceptions of sustainability of their institutional managements and funders, and the operational workflow processes that they devise reflect these perceptions and associated tensions.

In the OSTRICH project, the University of Leicester is sharing knowledge gained from a previous OER project (called OTTER) with partners at the Universities of Derby and Bath, and supporting these institutions in adapting the key lessons learnt to their contexts in sustainable ways. At the heart of the knowledge exchange process is a workflow model called CORRE (Content, Openness, Reuse & Repurpose, Evidence), which was developed and piloted at Leicester during OTTER. The CORRE model has a strong focus on quality at every stage in the process, and involves a high degree of central coordination and curation. The workflow models that are emerging at the partner institutions are tending towards greater devolution of tasks and responsibilities, and potentially a correspondingly greater sense of ownership by participating academics. The presenters will discuss key lessons learnt and challenges arising out of adapting this workflow model to the different needs, contexts and cultures of the two universities, with a focus on the ways in which sustainability is perceived in each institution.

Keywords: oer; workflow model; sustainability; collaboration

References: *OSTRICH (OER Sustainability through Teaching & Research Innovation: Cascading across HEIs)* project website: www.le.ac.uk/ostrich

OTTER *(Open, Transferable, Technology-enhanced Educational Resources)* project website: www.le.ac.uk/otter

Downes, S (2007). *Models for Sustainable Open Educational Resources*. Interdisciplinary Journal of Knowledge and Learning Objects.

OER1155 Oral Presentation   Thursday 12 May 10.25 Breakout Room 4/4a

Cases of OER use: aspects that contribute to successful adoption

James G. Greeno, Renee Fisher & Candace Thille, Carnegie Mellon University

Conference Theme: Academic practice and digital scholarship

Abstract: The goal of this OLnet project is to contribute to understanding aspects of OERs that are favorable or unfavorable to their adoption and use. Our method is to compile a collection of case studies in which instructors of a college course are using OERs. We have interviewed two instructors during their use of OERs. Our data include observations of an instructor preparing to use an OER in his teaching and interviews with both instructors about their teaching and their selection and use of OERs. Both of these cases are largely positive, so the findings of these case studies are conjectures about aspects of the OERs that we hypothesize to be contributing favorably to successful use of these resources.

For one of the instructors the OER - a course in statistics developed in the Open Learning Initiative (OLI) - is a good fit with the syllabus he already used in teaching elementary college statistics. Sections of the OLI course provided activities for students that he used in place of traditional homework assignments and accessed data that the OER provides about the class distribution and individual student participation and performance with minimal need for adaptation.

The other instructor we have studied teaches an undergraduate course in web design. The main aims of this course include students' learning to use and understand web resources in the activities of professional web design. In this case, the curriculum focuses on techniques of use and design affordances of the web resources that are the OERs. Web resources - their affordances and uses in design - are the subject matter. The use of web resources, therefore, are the focus of learning, and activities are designed and evaluated dynamically and flexibly as students encounter opportunities and challenges in their use.

In these preliminary findings, OERs were useful in two different ways. In one case the OER provided instructional activities with content that fit well with the program that an instructor had established. In the other case, activities of interacting with web resources were the skills targeted by instruction.

Keywords: effectiveness; adoption; case studies

References: Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen & R.-J. Punamaki (Eds.). *Perspectives in activity theory* (pp. 19-38). Cambridge: Cambridge University Press.

OER1156 Oral Presentation   Thursday 12 May 11.30 Breakout Room 6

Is iTunes U a successful model of Open Educational Resource distribution?

Terese Bird, University of Leicester, Beyond Distance Research Alliance

Conference Theme: OER strategy and sustainability

Abstract: iTunes U is a subset of the iTunes store, enabling universities and other learning institutions to make available free learning materials in text, audio, and video formats. It launched in 2007 for US universities and 2008 for UK universities; to date, 16 UK universities have joined. Universities do not pay for their iTunes U site, but they supply the server space, content, and manpower to produce and store content. In August 2010 Apple reported downloads had topped 300 million.

By most reckoning, iTunes U is not a true Open Educational Resource (OER) repository. However, it is a successful and apparently sustainable channel of OER. Apple clears the first batch of material submitted by each university, and thus encourages a level of quality assurance which should be beneficial for both university (enhanced reputation) and user (perceiving that material is of high quality). Yuan, MacNeill, and Kraan (2008) include iTunes U in the category of "OER Tools and Services" and an example of "Open Educational Resource Initiatives."

Arguments against iTunes U's inclusion in the OER discussion include the fact that it requires software other than a browser, that iTunes does not run on Linux, and that it is controlled by a large corporation. And yet it may be the last point in particular which is iTunes U's strongest point. Apple has something to gain from the success of iTunes U. The end result is that a large corporation is supporting the sustained distribution of OER. Additionally, iTunes U directly feeds content to mobile devices. As learning becomes more mobile, iTunes U may be ideally positioned in a way that conventional OER repositories are not.

This presentation will discuss the positives and negatives of iTunes U as an OER distribution channel, evaluate how iTunes U and its learning materials are being used, and future-gaze regarding its sustainability, direction, and impact.

Keywords: itunes u; mobile learning; mobile devices; corporation; apple

References: iTunes U http://www.apple.com/uk/pr/library/2010/08/24itunes.html

Yuan, L., MacNeill, S., Kraan, W. (2008) Open Educational Resources – Opportunities and Challenges for Higher Education, *Educational Cybernetics: Reports 2008*, 35. Retrieved from wiki.cetis.ac.uk http://bavatuesdays.com/5-reasons-i-dont-like-itunesu/

OER1157 Oral Presentation   Thursday 12 May 14.30 Cockcroft Theatre

MANTRA for Change

Robin Rice, Stuart Macdonald & Cuna Ekmekcioglu, University of Edinburgh

Conference Theme: Collaboration and communities

Abstract: For data sharing, access and management in the future to become a higher priority within scholarly communication than it is now, new generations of scientists and scholars need to learn to do research in ways that support these ends. This paper describes a work in progress to create open cross- and multi-disciplinary online learning resources to support academic culture change, adding a timely resource to the OER commons.

The Research Data MANTRA project (2010-2011) aims to develop online learning materials which reflect best practice in research data management grounded in three disciplinary contexts: social science, clinical psychology, and geoscience. The resulting materials will be embedded in three participating post-graduate programmes and made available through the Transkills programme for use by all postgraduate and early career researchers as well as made available generally through an open license and deposited in JorumOpen, a national repository for open educational resources. In this way, the project deliverables may be used and repurposed by others who wish to provide training in research data management. Indeed, external partners will provide early feedback to ensure the course meets their needs as well as the internal partners.

In addition to web-based modules that students can work through at their own pace, the course will include clips of video interviews with leading academics about data management challenges, as well as practical exercises in handling data in four software analysis environments: SPSS, NVivo, R and ArcGIS.

The project is a partnership between the Data Library, Information Services, the Institute for Academic Development and three academic departments at the University of Edinburgh and is funded by JISC as part of its UK programme, Managing Research Data. It brings together data librarians, e-learning specialists, media specialists and lecturers to create and evaluate the resources. We are also collaborating with other projects in the JISC programme and with another university to develop and test the materials produced.

Keywords: research data management; oer; open data; collaboration; research training; postgraduate education; multi-disciplinary resources; transferable skills

References:

Research Data Mantra Project (2010-11), University of Edinburgh. Available: http://www.ed.ac.uk/is/data-library-projects/mantra

Managing Research Data (2010), JISC. Available: http://www.jisc.ac.uk/whatwedo/programmes/mrd.aspx

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OER1158 Oral Presentation   Thursday 12 May 12.00 Breakout Room 6

Justifying investment in OERs: the impact of brand placements within OERs

Theo Lynn, Laurent Muzellec & Rosemary Clancy, DCU LINK Research Centre, Dublin City University

Conference Theme: OER strategy and sustainability

Abstract: The financial sustainability of OER initiatives continues to be a widespread concern (Downes, 2007). At the same time, the higher education sector has become increasingly competitive and prospective students are adopting a consumerist approach to institution and programme choice (Maringe, 2006; Voss et al, 2007). In response, higher education marketing has become more complex, market-oriented and business-like (Nicolescu, 2009).

Marketing impact has been proposed as a possible justification for investment in OER initiatives (Lynn et al, 2010). By placing the funding of OERs within the marketing sphere and linking OER development and dissemination to student recruitment, OER evangelists may attract more funding and institutional support from the upper echelons of Higher Education Institutions. Viewed as a form of hybrid message, OERs may be attractive marketing vehicles for higher education institutions marketers by emphasizing the Higher Education Institution's brand and the quality of the Higher Education Institution's content and faculty. In many respects, OERs are analogous to product placements in that the

Higher Education Institutions "product" and "brand" is placed in a planned and unobtrusive way within a media vehicle, the OER, in an attempt to influence an audience, i.e. potential future students. While the Higher Education Institution marketer's motivation is different than the OER developer, both parties requirements can be satisfied. In fact, the Higher Education Institution's brand may already be featured and so funding the OER merely recognizes the contribution of the OER to increasing Higher Education Institution brand effects.

This paper outlines a study to test the impact of brand placements in OERs on brand attitudes. The study uses an adaptation of an experimental design to investigate the hidden impact of brand placement in television magazines (Matthes et al, 2007) to investigate the influence of frequency of placement exposure, learners' involvement and learners' persuasion knowledge on their attitudes towards HEI brand and HEI brand recall in OERs. Specifically, the paper will explore the existence of 'mere exposure effects' i.e. favourable feelings towards a stimulus, in this case the HEI brand, resulting from repeated exposure to a stimulus, even though the viewer does not remember that the stimulus exposure (Zajonc 1968, 2001, 2004; Bornstein, 1989; Bornstein & D'Agostino, P.R.). Using moderational analysis, the authors will seek to identify contextual variables that strengthen placement outcomes and inform placement design (Fang et al, 2007; Muller et al, 2005; Bornstein, 1989). The moderators being tested include frequency of HEI brand exposure, OER involvement level, and persuasion knowledge (Matthes et al, 2007). The paper will conclude with a discussion on the implications for OER design and sustainability.

Keywords: oers; sustainability; brand placement; exposure effects; brand recall

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Downes, S. (2007), *Models for Sustainable Open Educational Resources*, Interdisciplinary Journal of Knowledge and Learning Objects, 3, Retrieved on 10 September 2010 from http://ijello.org/Volume3/IJKLOv3p029-044Downes.pdf.

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OER1159 Oral Presentation   Thursday 12 May 15.15 Breakout Room 4/4a

More students, new instructors: measuring the effectiveness of the OLI statistics course in accelerating student learning
Marsha Lovett, Oded Meyer & Candace Thille, Carnegie Mellon University
Conference Theme: Academic practice and digital scholarship

Abstract: As part of the Open Learning Initiative (OLI) project, Carnegie Mellon University was funded to develop a web-based introductory statistics course, openly and freely available to individual learners online and designed so that students can learn effectively without an instructor. In practice, this course is often used by instructors in "blended" mode, to support and complement face-to-face classroom instruction. This paper continues our previous work (Lovett, Meyer & Thille, 2008) studying the effectiveness of the OLI-Statistics course. In that work, we showed that students completing the course with no additional face-to-face instruction learned as much as students in a traditional lecture course. We also tested the Accelerated Learning Hypothesis, namely, that students learning with OLI-Statistics in blended mode can effectively learn a full semester's worth of material in approximately half the time as students in a traditional course. These blended-mode students used the online course for eight (instead of the traditional 15) weeks and met with an instructor two (instead of the traditional four) times per week. Before each of these twice-weekly sessions, the instructor used the online system to identify which concepts students were struggling with and then adapted his instruction accordingly. After briefly reviewing the successful results of that study, we present two new replication/extension studies – one with a larger student enrollment in the accelerated, blended-mode course and the other with a new instructor (someone who had never used OLI) teaching the accelerated, blended-mode course. In both of these studies, the OLI students learned as much or more than students in a traditional course, and they did so in approximately half the time. We describe the design, results and limitations of these studies and discuss the implication of our results for finding the "perfect" blend between an instructor and an online course for teaching introductory statistics.

Keywords: oer; evaluating effectiveness; accelerated learning; blended instruction; quality monitoring

References: Lovett, M., Meyer, O., & Thille, C. (2008). The Open learning initiative: Measuring the effectiveness of the OLI statistics course in accelerating student learning. *Journal of Interactive Media in Education, http://jime.open.ac.uk/2008/14/.*

OER1160 Oral Presentation   Thursday 12 May 12.00 Breakout Room 4/4a
Designing OERs for Reuse
Beverly Leeds, University of Central Lancashire
Conference Theme: Academic practice and digital scholarship

Abstract: This paper discusses the nature of Open Educational Resources (OERs) and outlines a model for developing these in a format that maximises reuse. It explores the use and reuse of Open Educational Resources for employability and work-based learning developed by three publicly funded projects at a UK university. The reusable resources for employability were created by the E-Evolve project funded by HEFCE and open access to these as OERs was developed by the JISC funded EVOLUTION project. The OERs for work-based learners have been developed by the JISC funded TELSTAR project. Based on research undertaken into reusability the projects developed OERs that can be reused and repurposed in a variety of ways within a module or programme of study or as stand-alone resources. The OERs are available to download for use, reuse or repurposing from both the UCLAN OER repository www.employability.org.uk or the Jorum repository www.jorum.ac.uk

As a principal of design the three projects followed the principals of re-sability of learning objects to facilitate the re-use of the OERs. Hernandez et al (2008) recommend that to make an object reusable and appropriate for an e-learning setting some standards should be followed. These were identified as autonomous, accessible, available, interoperable, durable, shareable and finally at a level of granularity that allows small, reusable chunks of resources to be packaged but also available decomposed into their constituent parts to increase the speed and efficiency of reuse (Wiley, 2000). For some users of OERs the most value will be gained by using a pre-assembled resource whereas others will want to assemble their own OER from sub-assemblies of other OERs.

After outlining the design model for the the reusable OERs the paper highlights activities undertaken by the projects to encourage use and reuse. These include free workshops, the provision of all component parts and stand alone mini-lectures as well as packaged OERs all made available in the the open Jorum repository. The paper explores the use and reuse of the OERs through a review of the literature and anaysis of data from interviews and surveys with academics. It examines the barriers and enablers to use and reuse of the projects OERs.

Keywords: reuse; oers; rlos; repurposing

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Interdisciplinary Journal of E-Learning and Learning Objects Volume 4, 2008

OER1161 Oral Presentation   Thursday 12 May 13.30 Cockcroft Theatre

Designing for collaboration: a sector specific OER network

Freda Wolfenden, The Open University, Tessa Welch, South African Institute for Distance Education

Conference Theme: Collaboration and communities

Abstract: Early OER projects opened up university collections of learning resources; ranging across levels and subjects these provide valuable materials but were not designed to support collaboration or communities of practice within particular disciplines. More recently audience specific OER projects have emerged; we suggest that these are a more effective strategy for moving OER beyond the OER Community and into the mainstream of academic practices. Our own project TESSA (Wolfenden, 2008) is an example in the field of teacher education, there are numerous other projects in areas such as health and agriculture, for example the collaboration between OER Africa and the Med Ed Portal or the HIBBS project (www.oerafrica.org/hibbs). But harnessing the full potential of OER, to support institutions in reshaping their practices and improving access and standards, will demand wider project and institutional linkage in discipline specific OER networks.

We offer a descriptive analysis of one such network with which we are closely involved – the relatively new African Teacher Education OER Network, lead by Saide through its OER Africa initiative. We outline the origins of this network (building on the work of projects such as TESSA and Saide's ACE Maths project), its purpose, activities to attract participants and grow the network, and how we are attempting to balance the long term goals of the network – framed by the challenges of the MDGs - with responses to immediate and pressing problems in practice.

Our model is an informal partnership network, drawing on a diverse range of local or multinational actions within and between existing institutions – a networked learning community (Jackson, 2003). The network agenda is evolving around the interests and needs of participants, providing opportunities for new creative associations to address current challenges, for example in the demand for resources to support school-based training for secondary teachers. Through the network institutions are offered an opportunity to focus on course design using materials that may challenge local assumptions about curriculum and pedagogy. We suggest this expanding set of interlinked partnerships – the network – will lead to greater traction for OER and is of relevance for OER mainstreaming in other sectors.

Keywords: teacher education; sub-saharan africa; oer network; community

References: Jackson, D., (2003) *Networked Learning Communities: The Role of Collaborative Enquiry and Knowledge Networks in School and System,* International congress of School Effectiveness and Improvement
Wolfenden, F, (2008). *The TESSA OER Experience: Building sustainable models of production and user implementation.* Journal of Interactive Media in Education, http://jime.open.ac.uk/2008/03/

OER1162 Oral Presentation   Thursday 12 May 11.30 Breakout Room 4/4a

Mapping the curriculum through shared representations of intentions to teach

Richard Pountney, Sheffield Hallam University

Conference Theme: Academic practice and digital scholarship

Abstract: This presentation outlines the development of a curriculum mapping framework over two phases of C-SAP OER projects. Phase 1 involving a small cluster of academic staff (six partners across six different HEIs and across four social science subject areas) explored processes around the release and sharing of modular teaching content, in which each partner contributed 60 credits, or equivalent, of teaching material to the project (all based around existing modules). The 'raw' materials collected by this project, in the form of modular content offered by partners at the outset of the project, were described, peer- reviewed, and examined in the light of issues pertinent to Open Educational Resources and the ways in which teaching materials could be made open and shareable. These reflexive discussions in turn informed thinking in terms of creating a 'mapping' framework aimed at helping to expose and reveal pedagogical decisions about the creation and potentials for (re)-using the materials, including how the barriers to re-use can be overcome. Following these discussions around the materials, and any

interventions owing to copyright and formatting, the materials were released into JorumOpen, as well as the MERLOT repository, alongside pedagogical descriptions of these materials.

As part of a Phase 2 Cascade project this toolkit is being implemented in a course planning context in social science departments in several institutions as a form of integration of OERs within curriculum design and review. In addition to developing the curriculum mapping framework in applied institutional contexts, this activity is examining the factors influencing the capacity of course planning teams to create a bespoke curriculum that meets the needs of particular learners and the greater involvement of stakeholders in curriculum processes.

Keywords: course design; pedagogy; planning; curriculum mapping

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OER1163 Oral Presentation Wednesday 11 May 11.30 Breakout Room 6

CSI: Milton Keynes – in search of the OER user

Chris Pegler, The Open University

Conference Theme: OER strategy and sustainability; collaboration and communities

Abstract: Who is using OER? Who did it? Where? Why? With what tools? This paper draws on interview and survey work with suspected users of OER conducted by the ORIOLE (Open Resources: Impact on Learners and Educators) project. It is grounded in forensic examination of research into the role of motivation, quality and technology in fostering reuse of resources within formal and informal, large and small scale systems or communities (building from Pegler, 2010). How are users of OER different from other resource users and why? What is the chance of repeat 'offences' to create sustainable patterns of behaviour from which we can learn?

The investigation presented here, draws on evidence collected by the Milton Keynes-based team from ORIOLE, but is not restricted to work at the UK Open University (home of OpenLearn and SCORE initiatives). It takes its questions from OER10 (Reuse: the other side of sharing OER) and OpenEd10 presentations in particular. For example the enthusiasm for little and big OER (Weller, 2010), the difference that openness makes to users Wiley (2010) and the impact, and representativeness of UK OER project case evidence.

There are many different reasons for engaging with creation of OER use, from showcasing content to attract students (Beggan, 2010), to sharing practice to develop staff (Conole, 2010). OER-use opportunities now address many different communities, but the impact is not limited to sharing. For sustainable impact it needs to address users and their needs. Understanding what leads to and inhibits use of OER, and what might fuel growth in use relies upon understanding who the users of OER currently are, and why they are using OER. Who did it and why? This session will share evidence gathered from the search for users of OER and examine their testimony about the impact that OER is having. Resources from Policy-Police (policy-police.blogspot.com) will be used in this presentation.

Keywords: reuse; oer; oriole; sustainability; impact

References: Beggan, A (2010) *Enhancing and expanding Nottingham's existing Open Educational Repository to progress the vision of sustainable OERs*, Presentation at SCORE workshop, Birmingham, 10 March http://www.slideshare.net/SCORE/ber-li-n-ou-oer-nottinghamuniversity10032010day-v1-4068227

Conole. G. (2010) *Redefining openness: a vision for Open Practices*, Online Educa Workshop, Berlin

Pegler (2010) *Reuse: the other side of sharing OER*, Presentation at OER10 conference, 23 March, Cambridge, UK http://www.ucel.ac.uk/oer10/abstracts/1055.html

Weller (2010) *Big and little OER*. Paper presented at OpenED2010: Seventh Annual Open Education Conference, 2-4 November, Barcelona, Spain. http://oro.open.ac.uk/24702/

Wiley (2010) *Identifying concrete pedagogical benefits of open educational resources*. Presentation at OpenED2010: Seventh Annual Open Education Conference, 2-4 November, Barcelona, Spain.

OER1164 Oral Presentation Thursday 12 May 16.50 Breakout Room 6

OERs in business education: supporting HE teachers

Richard Atfield & Steve Probert, Business, Management, Accountancy and Finance Subject Centre, Oxford Brookes University Business School

Conference Theme: Academic practice and digital scholarship

Abstract: The Business, Management, Accountancy and Finance Subject Centre (BMAF) are working with five HEIs to repurpose for open release many of resources originally produced in relation previous BMAF projects aimed at supporting and improving academic Continuous Professional Development (CPD) activities in support of the Professional Standards Framework (PSF). Since their original development, these resources have been refined by those HEIs, who have also added some additional resources; the five HEIs are: Aston University, University of Dundee, University of Glamorgan, University of Liverpool and Southampton Solent University. All five HEIs involved have indicated a willingness to develop and sustain their resources beyond the formal end of the project; it is in their interests to do so as they all run PGCerts and CPD programmes for Business School and other staff. The project aims to provide a range of repurposable resources which have relevance and application to business education but which should be adaptable for other subject areas and for generic application. By directly involving practitioners, both in business education and educational development, the project will make available realistic OERs with both discipline-specific and generic applications. Ultimately, we hope to create an environment which encourages business and management schools to identify and release OER for wider benefit on a continuing basis. Our results should thereby contribute to the wider understanding and awareness of UK OER. This presentation will explore many of the social, political and cultural aspects of moving the thinking from and "institutional" worldview (Checkland, 1981) to an "open" one. It is intended that this presentation will offer a different perspective – that of the resource-creators; rather than the perspectives of institutional IPR "gatekeepers". It is hoped that this presentation will be of use to other people championing OER developments, by bringing the cultural aspects of "internalised" (rather than "formalised") resistance to the OER processes to the fore, and by providing practical suggestions as to how these cultural aspects may be overcome.

Keywords: business; management; continuing professional development; professional standards framework; cultural aspects of oers; communities of practice; academic development

References: Checkland, P. (1981), *Systems Thinking, Systems Practice*, Wiley, Chichester.

Developing a sustainable business model for open learning
Hong Liang Ma, Shaanxi Normal University , Li Yuan & Stephen Powell, University of Bolton
Conference Theme: OER strategy and sustainability

Abstract: The changing financial climate for higher education teaching provision in England is leading many institutions to explore the development of new business models. Open educational resources (OER) appear to offer an opportunity for institutions to improve the quality of the resources they provide to learners and at the same time cut costs by sharing with other institutions. For institutions with a widening participation remit, there is a further driver to continue to develop provision for learners to access higher education at an affordable price and approaches around open learning (OL) is one such possibility.

In this paper we will present a case study of the development and implementation of an open learning course 'Designing learning for the 21st century', between partner institutions in the UK and China. The course was at postgraduate level and was delivered to 12 Chinese-speaking students as a part of their Masters in Educational Technology. Data was collected through the development teams reflective logs, and interviews with course participants and teaching staff.

The motivation for developing the partnership was different for the two institutions. For the Chinese partner, the attraction was to give their students the experience of studying in English some key developments in learning technology internationally. For the UK partner, the attraction was in developing new working practices and pedagogical approaches to inform the development of business models for OL that allow for differential pricing for support and accreditation options open to students.

This paper will explore the cultural and linguistic challenges faced when developing and delivering the course and provide the solutions developed. It will evaluate the course and its delivery including intended and unintended practice and pedagogic developments in relation to the aims of developing an OL course. It will discuss possible business models and ways of working between partner institutions that allows for different packages of support to be purchased by the learner or institution on their behalf.
Keywords: open learning; open educational resources; business model; pedagogy; cultural implications

References: Helsdingen, A.; Janssen, B.; Schuwer, S. (2010). *Business Models in OER, a Contingency Approach*. In Open ED 2010
Proceedings. Barcelona: UOC, OU, BYU. [Accessed: 29/11/10]. http://hdl.handle.net/10609/5039
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http://www.caledonianacademy.net/spaces/oer/index.php?n=Main.PilotProgrammeSynthesisAndEvaluationReport
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http://www.oecd.org/dataoecd/33/9/38645447.pdf
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Stars and fast cars: walking the red carpet of good practice with OERs in health and social care education
Chair: Megan Quentin-Baxter, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine
Conference Themes: Communities and collaboration
Intended audience: Academic and practice educators, support staff and students in health and social care education
Background & rationale: Over half of the medical schools, and many dental and veterinary schools have worked together since 2009 to solve difficult challenges relating to sharing educational resources and teaching students who are learning in clinical practice. Policies for copyright ownership and licencing vary significantly between academic and clinical (work based) teaching environments, and staff can be employed by one and working in the other for all, part or none of their time. At present the infrastructure is governed separately, and there is some reluctance to investigate current practice too deeply, possibly through fear that raising the issues may force a situation that is worse than present, and a possible increase in bureaucracy. This mitigates against developing a culture of 'digital professionalism' in which confident, educated professionals adopt a legally and ethically safe approach to using and sharing educational resources. This work is relevant to all vocational or professional programmes, and engagement with employers, where complexity of the development and sharing of educational resources exists.
Main idea(s) to be explored: This symposium explores the issues raised by two clinical education phase 2 UKOER projects funded by the Higher Education Funding Council for England and administered by the Joint Information Systems Committee and the Higher Education Academy. Both PORSCHE and ACTOR are MEDEV projects.
•   PORSCHE sets the infrastructure across NHS and academic settings
•   ACTOR is the community of practice working with students and staff of postgraduate clinical education programmes
•   Consent Commons describes a framework for handling sensitive issues in relation to the rights of people appearing in OER
•   Digital professionalism is the means to enact good practice – mainstreaming the issues to potentially make them relevant to every subject and every skill mix.
How will discussion be facilitated? There will be four short presentations of ten minutes with brief Q&A on each, followed by group discussion (multiple groups if a large audience) facilitated by the Symposium chair, on the issues raised. The central tenet is the articulation of human behaviour/good practice which already exists in pockets, but which requires dissemination to the mainstream, in all clinical education settings. Participants will be encouraged to consider the issues from their own perspective, especially those who are engaging with employers to deliver education, and asked to consider what other issues are important from their perspective.
Keywords: ukoer; oer; policies; procedures; good practice; digital professionalism; medicine; dentistry; veterinary medicine; nursing; allied health professions; social care; tools; nhsnet; janet; clinical education; practice education; employers; employer engagement
References: Casey, J., Brosnan, K., Greller, W. (2005) *Prospects for using learning objects and learning design as staff development tools in HE* TrustDR http://trustdr.ulster.ac.uk/outputs.php
Di Savoia, A., (2009) '*Creating OER for Art, Design, Media and Performance students'* OpenEd 2009 Vancouver

McGill, L., Currier, S., Duncan, C., Doublas, P., (2008) *Good Intentions: improving the evidence base in support of sharing learning material*s JISC http://ie-repository/jisc.ac.uk/265

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OER1166a Short Paper (Part of Symposium OER1166)

Consent Commons: a proposed model for recognising the rights of people to refuse or withdraw from participation in open educational resources.

Suzanne Hardy, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University

Jane Williams, Centre for Medical Education, University of Bristol

Megan Quentin-Baxter, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University

Conference Theme: Collaboration and communities

Abstract: What if a teacher appearing in OER passes away, and their family requests the resources are withdrawn? Copyright and data protection laws fails to safeguard OER users and contributors from the moral risks associated with the depiction of people in, for example, video, podcasts, images, stories, patient histories, etc. Health is particularly aware of the ethical issues that are also relevant to the whole OER community. A new 'Consent Commons' licensing framework clarifying the permissions for using and reusing digital recordings of people for educational purposes was proposed at Open Ed 20101. Consent Commons (like Creative Commons) recognises the rights of patients, carers, their families, teachers, clinicians, actors, students and members of the public to have some say in how digital recordings of them are used (including refusing or withdrawing their consent), and is necessary in order to ensure the long term sustainability of OER.

Consent Commons:

Complements Creative Commons to identify the consent status of recordings of people appearing in educational resources;

Is a set of principles reflecting ethical best practice, not an automatic right (like copyright);

Accepts a basic human right for people to refuse digital recordings of themselves appearing and, where they have previously consented, their right to withdraw that consent;

Works like Creative Commons in that educational resources would be hallmarked with a licence illustrating the consent status, and when consent needed to be reviewed or has been withdrawn;

Has levels of release (e.g. closed, 'restricted', open but review [date]; fully open, etc.);

Requires new technologies to enable data subjects to review recordings, and OER to be able to 'check for updates/status' and warn users if resources have been withdrawn or updated/replaced (OOER, 2010).

Progress will be reported, together with illustrative scenarios when Consent Commons could ameliorate uncertainty about the status of educational resources depicting people, protect institutions from legal risk by facilitating the development of robust and sophisticated policies and promoting best practice in managing their information. Participants will be invited to feed in experiences and advice.

Keywords: consent; data protection; healthcare; clinical recordings; medicine; dentistry; veterinary medicine; elearning ukoer; creative commons; rights; patients; copyright

References: Williams, J.E. Hardy, S. Quentin-Baxter, M. (2010). *Proposing a 'Consent Commons' in open education – balancing the desire for openness with the rights of people to refuse or withdraw from participation*, OpenEd2010. Available from http://www.medev.ac.uk/static/uploads/Open_Ed_2010_Williams_Hardy_Baxter_v4_clean_final.doc accessed 30 November 2010.

OER1166b Short Paper (Part of Symposium OER1166)

Moving towards a culture of digital professionalism to encourage involvement in open educational resources

Suzanne Hardy, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University

Helen Blanchett, Netskills, Newcastle University

Megan Quentin-Baxter, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University

Conference Theme: Collaboration and communities

Abstract: Meaningful engagement with OER requires understanding of the digital landscape in which activity takes place, and the individual's location within it. OER presents challenges to existing academic practice and highlights that learning literacies are essential in the digital age. (1)

There is guidance (2, 3, 4) for staff and students on how to act in the digital environment, and indeed human behaviour/good practice already exists in pockets, but requires dissemination to the mainstream, to all clinical education settings, as identified in the OOER phase 1 pilot UKOER project.

Professionalism and fitness to practice competencies form an integral part of the assessment of students across all clinical curricula. Extending the concept of digital professionalism to these established requirements, is a means to embed good practice – mainstreaming the issues to potentially make them relevant to every subject and every skill mix.

To be a digital professional, every member of staff who contributes to curriculum delivery, in both NHS and academic settings, should be able to identify, model and understand professional behavior in the digital environment. However, competence at the basic level is generally assumed, OER related skills are perceived as extra to the norm, and different to digital literacies, much discussed in library environments.

Encouraging uptake of digital professionalism concepts is a core part of both the ACTOR and PORSCHE projects, examining cultural differences in academic and clinical settings. By relating these concepts to current fitness to practice curriculum requirements, and digital/learning literacies (5, 6), the projects will encourage embedding of the necessary digital literacy skills in clinical curricula, as well as in practice settings, fostering good practice with staff and students. Consent Commons will enable easier attribution and validation of patient's rights in learning resources containing their data. In turn, this will overcome perceived skills barriers in academic and work based settings enabling further OER engagement.

This session will introduce the concept of digital professionalism, relate it to fitness to practice requirements, and digital literacy skills, and suggest ways in which we can ensure responsibility in acting as professionally in the digital environment as we do in work based settings.

Keywords: ukoer; medicine; dentistry; veterinary medicine; eLearning; digital professionalism; digital literacy; information literacy; professional identity; training; development; good practice

References: 1. Available from Beetham, H., L. McGill, et al. (2009). Thriving in the 21st century: Learning Literacies for the Digital Age.

Glasgow, Glasgow Caledonian University/JISC. Available from http://www.jisc.ac.uk/media/documents/projects/llidareportjune2009.pdf accessed 30 November 2010.

2. https://openeducationalresources.pbworks.com/w/page/27128655/Pilot-programme-outputs:-Guidance-and-support accessed 30 November 2010.

3. Available from http://www.oer-quality.org/w/page/11925719/FrontPage accessed 30 November 2010.

4. Available from http://www.netskills.ac.uk/content/themes/infoskills/ accessed 30 November 2010.

5. Available from http://www.bestlibrary.org/digital/files/bruce.pdf accessed 20 January 2011

6. Available from http://www.infoliteracy.scot.nhs.uk/information-literacy-framework.aspx access 20 January 2011

OER1166c Short Paper (Part of Symposium OER1166)
Accredited Clinical Teaching Open Resources (ACTOR)
Gillian Brown, Nigel Purcell & Megan Quentin-Baxter, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University
Conference Theme: Collaboration and communities

Abstract: The ACTOR project represents a consortium of five partners (Hull York Medical School, Peninsula College of Medicine and Dentistry, Newcastle University, University of Bristol and University of Cambridge), delivering postgraduate certificate, diploma and masters level programmes in clinical (including allied health professions, dental, medical, nursing and veterinary) education (PGCertClinEd). These programmes are similar to PGCertHE and support the academic development of clinicians and others involved in teaching students of human and animal healthcare.

Led by MEDEV, the project aims to accelerate uptake of OER approaches, such as good practice in use of Creative Commons (CC) licences; consenting human involvement in educational resources; and clearing reuse of third-party upstream rights in educational resources by PGCertClinEd programme leaders. It focuses on mapping resources to the UK Professional Standards Framework (UKPSF)1 and the Academy of Medical Educators (AoME) professional standards2. A community of practice will be created among those who teach healthcare education leaders of the future who are themselves teaching others. It is hoped that this will exemplify and cascade best practice in sharing resources.

A phase 1 UKOER pilot project, Organising Open Educational Resources (OOER), developed a good practice risk assessment toolkit and guidance to users and potential contributors of OER. Using these tools, potential ER are mapped against institutional policies and procedures in consent, IPR, copyright and quality assurance. All five partners are actively engaged in developing and disseminating resources and strategies to the wider clinical education development community.

The project will release a substantial amount (>30 credits) of resources relevant to clinical education programmes using the most open CC licenses possible. We have identified and harnessed the collective know-how of our partners, and used high quality processes to provide a long term 'direction of travel' for systematically uploading accredited clinical education resources as OERs to Jorum, the UK repository for HE and FE. The project also aims to explore strategies for the dissemination and utilisation of the OER resources in practice contexts together with the PORSCHE project, and to foster an effective and sustainable community of practice.

Keywords: accredited; healthcare; ukoer; clinical recordings; medicine; dentistry; veterinary medicine; elearning; creative commons; rights; omac ukpsf; community of practice; teacher training; educator

References: 1 Higher Education Academy (2006) UK Professional Standards Framework. Available from:
www.heacademy.ac.uk/ourwork/universitiesandcolleges/accreditation/ukpsf accessed 30 November 2010.
2 Academy of Medical Educators (2009). Professional standards. Available from www.medicaleducators.org/resources.asp accessed 30 November 2010.

OER1166d Short Paper (Part of Symposium OER1166)
Pathways for open resource sharing through convergence in healthcare education (PORSCHE)
Lindsay Wood, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University
Kate Lomax, NHS eLearning Repository, Suzanne Hardy & Megan Quentin-Baxter, Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, Newcastle University, Richard Osborn, The London Deanery
Conference Theme: Collaboration and communities

Abstract: PORSCHE envisages seamless access to academic and clinical educational resources for healthcare staff and students (who train extensively in practice), however significant technological and cultural barriers to sharing educational resources currently exist. PORSCHE is dedicated primarily to resolving technical problems, while ACTOR and digital professionalism address cultural change.

As a healthcare provider the NHS is also one of the biggest education providers in the world, and has invested in eLearning. The NHS eLearning Repository (NeLR) is the leading repository for healthcare educational resources and is an extensible search and discover platform, while JorumOpen is a national learning repository for further and higher education. Ideally these should provide a one-stop shop for those searching from either community in order to increase discoverability of resources.

Access to NHS eLearning is limited by issues with data security and patient consent. Staff and students in HEIs have limited access to patient information and NHS eLearning, and those in NHS/practice settings may have limited internet access (e.g. to whitelisted URLs only). The N3 JANET gateway seamlessly links Janet and NHSNet, but must be implemented at a local level1, and has not yet been rolled out nationally. NHSNet primarily uses Athens (not OpenAthens) authentication, and HEIs use federated access management to provide access to services, meaning that NHS staff cannot upload resources to JorumOpen, and academic staff can neither download from nor upload to NeLR. This prevents effective cross-searching and upload of resources, and may also affect downloads as many Trusts only allow downloads to encrypted memory sticks (which are often difficult to obtain).

The project aims to showcase a substantial number of OER in eLearning healthcare education; establish the basis for a long term national partnership between the NHS and academia by sharing of appropriately licensed content between JorumOpen and the NeLR; achieve widespread uptake of good practice from UKOER phase 1 and NHS eLearning Readiness toolkits3; promote debate over consent issues2; and establish the value of the services in enhancing the student experience in clinical placement settings.

Keywords: healthcare; nursing; medicine; dentistry; elearning; hei; nhs; nhsnet; janet; n3; repositories; educational resources; resources; consent; work-based learning; authentication; authorization; access; ukoer
References: 1 The NHS-HE connectivity project. Available at: www.nhs-he.org.uk/n3-janet-gateway.html accessed November 2010.

2 Ellaway R, Cameron H, and Ross M. Clinical recordings for academic non-clinical settings, The University of Edinburgh (on behalf of the Joint Information Systems Committee), 2006: 94p. Available at: www.cherri.mvm.ed.ac.uk accessed November 2010.

3 NHS eLearning Readiness Toolkit. NHS Connecting for Health. Available from www.elearningreadiness.org accessed November 2010.

OER1167 Oral Presentation

Towards crossing over the digital divide: the use of OER to promote digital literacy

Murilo Matos Mendonça, UnisulVirtual, Brazil
Andreia Inamorato dos Santos, The Open University
Patrick McAndrew, The Open University

Conference Theme: Academic practice and digital scholarship

Abstract: Almost a decade after the UNESCO meeting during which the term Open Educational Resources was coined, this movement keeps growing in the Higher Education milieu and so far many endeavours in this field have consisted of building OER repositories (Wiley, D., 2007). However, the consolidation of an OER culture also calls for actions other than making open source content available. A step further seems to be necessary in this process so that Higher Education Institutions which act primarily as providers can also become promoters of OER uptake, thus triggering a virtuous circle. This realisation came naturally to UnisulVirtual after approximately one year of collaboration in a project with the Open University UK. The initial phase of this project entailed providing OER within the OpenLearn platform (McAndrew, P. and Santos, A.I. 2009). But UnisulVirtual would not settle for that and, in this paper, we intend to show how it became both a provider and a promoter of OER uptake as well as the results obtained to date and highlight the social implications thereof. Faced with the issue of low digital literacy rates in Brazil, we realised the potential of OER to reverse those figures. That was the outset of a highly successful OER initiative envisaged to promote digital literacy by means of four initial courses, namely: "Searching Information on the Web", "Word Basics", "Power Point Basics" and "Excel Basics", in a process which involved translation, localization and authoring. The courses were offered in a continuing studies programme for both Unisul students and members of the external community. Altogether, over 500 students registered for this pilot experience and those courses will now be offered on a permanent basis. Also, a campaign will be launched to encourage Unisul students to invite more people to enroll in an attempt to reach a wider audience, thereby increasing the number of digitally-skilled citizens in a country where a dearth of such skills still constitutes a significant impediment to access to the labour market and career advancement (Santos, E.S, 2006).

Keywords: oer; digital literacy; collaboration; oer uptake

References: McAndrew, P. and Santos, A.I.; et al (2009) *OpenLearn Research Report 2006-2008*. Available at
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Santos, E.S. (2006) *Desigualdade Social e Inclusão Digital no Brasil*
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OER1168 Oral Presentation

Designing culture specific and portable RLO-based OERs: an Indian experiment

Bharathi Harishankar, Institute of Distance Education, University of Madras

Conference Theme: Academic practice and digital scholarship

Abstract: The concept of OERs, which optimises the use and re-use of teaching-learning material, has no known exemplars in the Asian region. RLO-based repositories are useful precursors to constructing an OER environment. Granularity, interoperability and reusability are key terms used to define the RLO concept. Along with the idea of shared knowledge resources, the RLO concept also raises questions about the culture/gender codes that can enhance or hamper the reusability. Very often, reusability and portability of a RLO is ensured by making the content culture neutral. This practice is limiting when creating RLOs on subjects, which demand culture specificity in multilingual and multicultural contexts like India.

This study proposes a design structure for a RLO, which when placed in an OER environment, maintains the culture specificity, yet affords easy portability. The study is based on the preliminary research of a project on "Evaluation of the Effectiveness of Reusable Learning Objects (RLO) based Open Educational Resources (OERs) in Enhancing Soft Skills of Students." It is a sub-project of the International Development Research Centre (IDRC) funded Pan Asian Network for Digital and Open Resource Access (PANdora) Project on "Openness and Quality in Asian Education" being carried out at the Institute of Distance Education, University of Madras, Chennai, India.

Each RLO is designed in a three-part structure, namely, Concept Definition (CD), Concept Explanation (CE) and Concept Illustration (CI). The underlying assumption is that Concept Definition remains universal and culture neutral. Concept Explanation is highly culture specific. Concept Illustration is cross-cultural in orientation. Therefore, what functions as Concept Explanation in one culture can become an Illustration in another, making the entire repository open-ended. Also, by adopting and modifying the Concept Explanation alone, any user – teacher or learner – anywhere can re-use the resource.

The viability and portability of this design will be tested in the above project.

Keywords: rlo; oer; culture specificity; reusability; interoperability

References: *IEEE Learning Technology Standards Committee* www.ieeeltsc.org
Learning Objects Metadata Working Group www.ltsc.ieee.org
IMS Global Learning Consortium www.imsglobal.org